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ABSTRACT

Designed as a component of a career exploratory program at Vale Middle School, Vale, Oregon, the Student Needs Assessment Guide provides middle school teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. The guide consists of two major components: (1) student needs assessment program goals/objectives and (2) resources. Major goals (pertaining to self-awareness, self-image, values, decision-making, student occupational potentials, career choice, work attitudes, employment skills, job requirements, occupational clusters, maintaining employment, employment trends, and leisure-time activities) are outlined in a three-column format which identifies suggested activities and resources (cross references to the appendixes) to be related to specific objectives. Over 450 pages of the document consist of appendixes, with major coverage given to Appendix A, classroom activities. The vast compilation of "hands-on" materials includes various forms, rating sheets, self-concept/personality checklists, interest and attitude surveys, emotional maturity self-tests, personal data sheets, evaluation checksheets, profiles, and experience and self-analysis questionnaires. Other appendixes contain references for films, filmstrips, kits and games, transparencies, and tapes, which are arranged in triple-column format with titles and descriptions, location, and appropriate user level. (EA)

ED110775

STUDENT NEEDS ASSESSMENT GUIDE

DESIGNED AND DEVELOPED

BY

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Vale, Oregon

Designed as a component of a
Community Experience Based
Career Exploratory Program for
Vale Middle School and a
SIXCO Project

Vale School District # 15

July 1974

ACKNOWLEDGMENTS

The design and completion of this Student Needs Assessment Guide represents one of the major components of the Career Exploration Program at Vale Middle School. It includes the input, knowledge and skills of many people.

The main share of credit and recognition in the completion of this guide is due members of the Middle School Staff who make up the Career Exploratory Committee - - Jean Lewis, Doris Simpson and Dex Miles. They have exhibited a high degree of professional expertise, hard work, dedication and leadership in making the completion of this guide possible. Their efforts are truly appreciated.

The Board of Directors of School District #15 are to be commended for their support of the concept of career education and its implementation into our school program.

Appreciation is extended to Sam Banner, Career Education Director for Malheur County, and the total staff of the Malheur County I. E. D. office for their support in this project.

A special thanks is extended to the Lay Advisory Committee for their approval and support of the design and implementation of the Career Education concept. Also, the support of this program given by the Middle School Staff is greatly appreciated.

FORWARD

This Student Needs Assessment Guide represents one component of the total career exploratory program being developed by School District #15. Other components of the program include: the development of a Community Resource Guide and an Interdisciplinary Guide that identifies the responsibility of staff members in each subject matter area relative to the concept of career exploration. Two inner components of the interdisciplinary guide will be an Occupational Activities Center, traditionally known as "shop" or "industrial arts," and a Home and Institutional Management Center, traditionally called "Home Ec."

The career education program components for Vale Middle School are being developed under the title, "A Community Experience Based Career Exploratory Program." The Exploratory Program is designed for two main purposes: 1) to serve the needs of students in Vale Middle School and 2) to serve as a pilot program and exportable model to other schools. The program development has been supported by funds from the Oregon State Board of Education, Malheur County I.E.D. and the local district.

The Vale Middle School program has been selected as a pilot school in a major career education project known as SIXCO which represents the six counties of Eastern Oregon. The SIXCO project is designed to experiment with career education models in small schools of Eastern Oregon with the expectation of identifying major components for a national model for rural schools.

The guide has been developed over a period of nearly two years by a committee of teachers from the Vale Middle School staff. The input of all middle school staff members has been solicited to some degree.

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PREFACE

The ultimate responsibility of our educational system is to provide for our young people unique experiences that will enable them to cope with and use technological changes to benefit each individual and strengthen our total society. The education system is not the only agent faced with this responsibility; but it is the institution that is best suited to prepare our youth; it is the only institution that reaches virtually all of the population. It is the most effective institution available for adjusting to a world of ever-increasing change; therefore preparation for work is becoming increasingly recognized as the major objective of our public school systems.

The concept of Career Education that is now recognized in many of our public schools can be a vital force in helping young people meet the challenges that the world of today now offers and the world of tommorrow is sure to bring.

Career Education advocates four major responsibilities that each adult must fulfill in meeting the challenge of our technological society. These are: 1) to become a responsible family member 2) to become a responsible citizen 3) to use leisure time wisely and 4) to perform adequately in economic matters.

The number one requirement for success in any of the above mentioned roles is that of proper adjustment. If our young people are to adequately fill their roles as adults, they must have a clear picture of themselves as individuals. They must have a true self-concept and a realistic picture of how others feel about them.

While academic and job skills are very important, perhaps the most important experiences we can give our young people are those that deal with themselves and others in the realm of human relations and understanding.

Our young people need continuous experience with such concepts as: attitudes, personality, interests, aptitudes, potentials, values, leadership, decision making and other like experiences. They need to know how these concepts apply to themselves and others.

If our public schools can be successful in providing experiences that enable young people to accurately appraise themselves and others, and if students can be given true exposure to the world of work through a series of real and contrived experiences, they should be able to face the future with a higher level of economic efficiency, better job satisfaction, and a higher level of personal and social adjustment.

INTRODUCTION

SETTING

Vale School District #15 is an Elementary District consisting of two buildings. Approximately 450 students and 24 staff members comprise the elementary school, grades 1 - 6. Approximately 180 students and 7 staff members make up the Middle School.

Vale, Oregon, is a town of approximately 1700 people, located in Eastern Oregon, approximately 16 miles west of the Idaho State Boundary. The major economic base is comprised of agricultural products - mainly row crops, cattle ranching and dairy farming.

PURPOSE

The major purpose of this guide is to provide teachers at the Junior High or Middle School level an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. It is composed of goals, objectives, activities, and resources that will help students:

1. Discover their own interests, abilities, aptitudes, potentials and values in relation to the world of work.
2. Discover the importance of communication skills, academic skills, and decision making skills in relation to their role as adults.
3. Discover the world of work through real and contrived experiences.
4. Accurately associate their inner assets with requirements of good citizenship, family responsibilities, use of leisure time and economic proficiency.

BASIC PREMISE

In the truest sense, everything we do with students in the educational environment should be in some way aimed at preparing them for successful lives as workers, citizens, family members and economic providers. If we, as educators, cannot truly relate the student's daily activities to this premise, we are falling short of an important committment to education in general and certainly to the concept of Career Education.

This guide is written not for the traditional minded school staff that is unwilling to accept change as an ingredient for survival in todays technological society. It is written for those who adhere to a guidance point of view, willing to update priorities and face the future with flexibility.

The goals, objectives and activities establish the framework for a sound guidance program in any junior high or middle school. It is the belief of the committee members who designed this guide that there is little difference between a good general guidance program and a program called career guidance. The concept of career guidance is an extension of general guidance, because it relates the inner assets of each student to job requirements in the World of Work. To this end a complete guidance program is possible.

FORMAT

This guide is developed in two major components. Part I sets forth the major goals and objectives of a student needs assessment program. Also, opposite each objective will be found the title of one or more suggested activities relating to the specific objective.

In the third column labeled resources will be found suggested resource references that relate to the general goal. Activities are referred to by title, appendix letter and activity number. Resources are referred to by Appendix letter and number.

Part II is composed of the following kinds of resources and identified as appendixes A-F.

1. ACTIVITIES (Appendix A)--This section includes 190 different activities to be used by teachers to assess and provide for the needs of students. These activities have been selected from a wide range of materials and matched with appropriate goals or objectives.

   Many of the activities are designed to be reproduced for student use. For this reason the guide is bound in looseleaf form so that any activity can be easily removed and reproduced.

   There is no sequence recommended in using the activities. The teacher should select activities that best accomodates his school or classroom philosophy.

2. FILMS (Appendix B)--Films have been selected primarily from film libraries located in Malheur, Baker and Union Counties. For reference, the name of the county has been designated in the third column of the resource page under "Location". The fourth column designates the suggested level of effectivness for each film. These films are available on a loan basis from the above sources.

3. FILMSTRIPS (Appendix C)--Filmstrips are listed mainly by series and titles within a series. The location of filmstrips are either in Vale Middle School (MS) or the Malheur County filmstrip library.

4. KITS (Appendix D)--Kits are listed by title and description. The source of each kit can be found in the column labeled "Location".

5. TRANSPARENCIES (Appendix E)--Transparencies are located in the Vale Middle School library. The original sources are available upon request.

6. TAPES (Appendix F)--The original source of tapes is available upon request.

LIST OF GOALS

The following is a list of the major goals for the Student Needs Assessment Program:

1. To help students become aware of the importance of self.
2. To help students strengthen and/or improve self-confidence and self-image.
3. To help students develop a greater understanding of interpersonal relations.
4. To help students in discovering, clarifying and developing their Value System.
5. To help the students appreciate the importance of decision making.
6. To help students become aware of their own occupational potentials.
7. To help the students understand themselves more fully in terms of choosing a career.
8. To help students develop a positive attitude toward the world of work.
9. To help students develop skills necessary in gaining employment.
10. To help students in understanding job requirements.
11. To help students gain a background of the cluster concept.
12. To help students understand how to maintain employment.
13. To help students become aware of job trends for the future.
14. To help students appreciate the importance of hobbies and leisure time activities.

PART I

GOALS - OBJECTIVES - ACTIVITIES AND RESOURCES

- GOAL 1 -

To help students become aware of the importance of self.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will gather data concerning their physical characteristics.	Physical Characteristics (Appendix A, #1)	
	Oregon Motor Fitness (Appendix A, #2)	
	Health Progress Record (Appendix A, #3)	
	Eye-Hand Coordination Test (Appendix A, #4)	
B. The students will experience self-analysis through writing activities relating to self.	Student Scrapbook (Appendix A, #5)	Appendix B #1, 14, 21, 25
	Window On Myself (Appendix A, #6)	
	Autobiography (Appendix A, #7)	
	Keeping a Daily Journal (Appendix A, #8)	
	This Is Me (Appendix A, #182)	

- GOAL 1 -

To help students become aware of the importance of self.

OBJECTIVES	ACTIVITIES	RESOURCES
C. The students will complete a variety of evaluative exercises dealing with self-appraisal.	Rate Yourself (Appendix A, #9) Personality Information Area (Appendix A, #10) Personality Traits (Appendix A, #11) Projective Tests (Appendix A, #12) What I Like To Do (Appendix A, #13) Self And Other Assessments (Appendix A, #14) Who Am I? (Appendix A, #181) The Inside Me vs. The Outside Me. (Appendix A, #183) Your Academic Abilities (Appendix A, # 184)	Appendix B, #7, 16, 1 Appendix C, #1, 44, 5 Kit #3

- GOAL 1 -
To help students become aware of the importance of self.

OBJECTIVES	ACTIVITIES	RESOURCES
D. The students will become involved in a variety of discussion activities to improve self-understanding.	Everybody Has Problems (Appendix A, # 15)	
	Me and My Shadow (Appendix A, # 16)	
	One Thousand Times No (Appendix A, #17)	
	Pantomime-Moods & Emotions (Appendix A, #18)	
	The Masking Tape Game (Appendix A, #19)	
	Runaways-Why Do They Leave Home? (Appendix A, #20)	
	Dinner Table (Appendix A, #21)	
E. The students will complete a variety of activities dealing with assessment of social behavior.	Personal Data Sheet (Appendix A, #22)	
	Social Behavior Trend Index (Appendix A, #23)	
	Outcome of Sports; an Evaluation Checksheet (Appendix A, #24)	
	Personal Distance Ballot (Appendix A, #25)	
	Behavior Rating Scale (Appendix A, #26)	

- GOAL 1 -
To help students become aware of the importance of self.

OBJECTIVES	ACTIVITIES	RESOURCES
F. The students will complete a variety of activities dealing with assessment of personality & interests.	Self-Picture Checklist (Appendix A, #27) Give Yourself A Personality Inventory (Appendix A, #28) Rate Yourself (Appendix A, #29) How Do You Measure Up? (Appendix A, #30) Self-Evaluation (Appendix A, #31) Self-Analysis Test (Appendix A, #32) Personality Assessment (Appendix A, #33) Assessment of Students' Guidance (Appendix A, #34)	

- GOAL 2 -
To help students strengthen and/or improve self-confidence & self-image.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete a variety of evaluative exercises dealing with own self-concept.	Understanding Yourself (Appendix A, #35) Experience Questionnaire (Appendix A, #36) A Profile of Me (Appendix A, #37) Who I 'm (Appendix A, #38) Self-Concept Checklist-A (Appendix A, #39) Self-Concept Checklist-B (Appendix A, #40) Testing For Progress (Appendix A, #41) I Am a Member of the Group (Appendix A, # 42)	Appendix B, #17

- GOAL 2 -
To help students strengthen and/or improve self-confidence & self-image.

OBJECTIVES	ACTIVITIES	RESOURCES
B. The students will become involved in a variety of activities to improve self-concept.	Video-Tape Students (Appendix A, #43) Open-End (Appendix A, #44) What About You? (Appendix A, #45) Living With Loneliness (Appendix A, #46) List Fears (Appendix A, # 47) Round Table Discussion Topics. (Appendix A, # 48) To Like & Be Liked (Appendix A, # 49)	Appendix B, #9, 44

- GOAL 3 -
To help students develop a greater understanding of interpersonal relation

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete a series of group activities which will help them be aware of methods of gaining acceptance.	Winning Acceptance (Appendix A, #50) Acceptance (Appendix A, #51) More Acceptance (Appendix A, #52) Acceptance Again (Appendix A, #53) Who's On Top (Appendix A, #54)	Appendix B, #5, 13, 30, 33 Appendix D, #2 Appendix E, #1
B. The students will complete a series of activities to determine qualities of friendship.	Getting Acquainted (Appendix A, #55) What's Your Friendship Rating? (Appendix A, #56) What Is A Friend? (Appendix A, #57) Personal Distance Ballot (Appendix A, #25)	Appendix B, #6, 8, 10, 12, 20, 26, 32, 40, 41 Appendix C, #5 Appendix E, #2, 4

- GOAL 3 -

To help students develop a greater understanding of interpersonal relatio

OBJECTIVES	ACTIVITIES	RESOURCES
C. The students will complete a series of exercises designed to help the students see themselves as others see them.	Ratings of Others (Appendix A, #58) You & What Others Think About You (Appendix A, #59)	
D. The students will become involved in simulated exercises helping them to recognize the obligation of individuals to each other in everyday human situations.	You Be The Parent (Appendix A, #60) The Fan Club (Appendix A, #61) Excape On Monday (Appendix A, #62) What Would Happen If...? (Appendix A, #63) What Would You Do? (Appendix A, #64) Conflict Game (Appendix A, #65)	

- GOAL 4 -
To help students in discovering, clarifying & developing Their Value Syste

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises to help them define values.	Group Polarized Into Warring Factions. (Appendix A, #66) Cheating (Appendix A, #67) Values Worksheet (Appendix A, #68) A Question Of Values (Appendix A, #69)	Appendix B, # 4, 22, 27, 45, 46 Appendix C, # 4, 6 Appendix E, # 5
B. The students will complete exercises to enumerate things that are important to self.	Twenty Things I Love To Do (Appendix A, #70) Writing A Philosophy of Life. (Appendix A, #71) Toll Booth Values (Appendix A, #72) Values Through Music (Appendix A, #73) Identity Auction (Appendix A, #74) Minding Your Own Business vs. Helping Those in Need (Appendix A, #75)	Appendix B, #28, 29, 34, 35, 36, 47 Appendix E, #3

- GOAL 4 -

To help students in discovering, clarifying & developing Their Value System.

OBJECTIVES	ACTIVITIES	RESOURCES
C. The students will complete a series of activities, which involve value judgements.	Parents Influence Your Decisions. (Appendix A, #76) You Kids Are All Alike (Appendix A, #77) Who's Who (Appendix A, #78) Race Prejudice In America (Appendix A, # 79) The Life Raft (Appendix A, #80) Values Sheet (Appendix A, #81) Merry-Go-Round (Appendix A, #82) Folks On The Tube (Appendix A, #186)	Appendix B, #3, 19, 23, 24, 31 Appendix C, #3

-GOAL 5-
To help the students appreciate the importance of decision making.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises to help develop decision-making skills	What Do You Think? What Would You Do? (Appendix A, #83) Arriving At Consensus (Appendix A, #84) Detectograms (Appendix A, #85)	Appendix B, #38
B. The students will complete exercises to develop the logical thinking skills: 1. observing 2. classifying 3. comparing 4. generalizing or infering 5. hypothesizing 6. generating alternatives 7. predicting consequences 8. evaluating results	Simple Problem Solving Series-Problem Solving (4 visual assignments) (Appendix A, #86) Simple Problem Solving Series-Abstract Reasoning (4 visual assignments) (Appendix A, #87) Identifying Reports and Inferences (Appendix A, #88) Drawing Inferences (2 Activity Sheets) (Appendix A, #89) Word Trickery (Appendix A, #90) What Would You Do? (Appendix A, #64) Stop The Street (Appendix A, #91)	Appendix C, #7

- GOAL 5 -
To help students appreciate the importance of decision making.

OBJECTIVES	ACTIVITIES	RESOURCES
C. The students will complete exercises to help gain an understanding of the relationship one decision has upon another.	Unfinished Story-What Should Guy Do? (Appendix A, #92) Could You Use More Freedom? (Appendix A, #93) Open End Discussion (Appendix A, #94)	Appendix B, #11, 37
D. The students will complete exercises to develop skills in problem-solving and creative thinking.	Fred's Brother (Appendix A, #95) Creative Thinking Exercises (Appendix A, #96) Take Things Apart (Appendix A, #97) Problems and Puzzles (Appendix A, #98) Use Your Imagination to Solve.... (Appendix A, #99) Group Problem Solving (Appendix A, #100) Agree-Disagree Exercise (Appendix A, #101)	

- GOAL 6 -
To help students become aware of their own occupational potentials.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises which will lead to thinking about their own interests in terms of job requirements.	Self-Analysis Questionnaire (Appendix A, #102) What I Like To Do (Appendix A, #103) Interest Check List (Appendix A, #104) Personal Data Sheet (Appendix A, #105)	
B. The students will examine their own aptitudes in terms of possible career choices.	Aptitude Tests Help You Find The Right Job. (Appendix A, #106) I Like To..... (Appendix A, #107)	Appendix B, #48, 5 60, 61 Appendix F, #1 (1-
C. The students will consider jobs giving attention to the personal requirements of those jobs.	The Decision Is Yours (Appendix A, #108) How Do You See Yourself? (Appendix A, #109) Job Opinion Poll (Appendix A, #187)	Appendix B, #15, 4 52 Appendix F, #1 Cassettes 1-3

- GOAL 7 -
To help the students understand themselves more fully in terms of choosing a career.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises leading to judgements on own interests, strengths and weaknesses.	Occupational Goals Work-Sheet. (Appendix A,#110) Vocational Interests (Appendix A, #111) Your Personal Questionnaire (Appendix A, #112)	
B. The students will experience several activities in learning to consider a variety of factors in choosing occupations.	Factors I Consider Important In Choosing A Job. (Appendix A, #113) Educational And Vocational Planning Questionnaire. (Appendix A, #114) Assessment Questionnaire (Appendix A, #115) Eye-Hand Coordination (Appendix A, #4)	Appendix D, #8

- GOAL 8 -

To help students develop a positive attitude toward the world of work.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will experience activities which will help them relate their own attitude toward work.	How Do You Feel About Work? (Appendix A, #116) Work is....... (Appendix A, #117)	Appendix B, #42, 5 Appendix C, #12
B. The students will experience several activities to gain knowledge of parent's occupations.	Occupational Tree (Appendix A, #118) Parent Interview (Appendix A, #119) Tag-A-Long Day (Appendix A, #120)	
C. The students will complete exercises which will lead to evaluating the necessity of various occupations.	The Joy Ride (Appendix A, #121) Who Is Important? (Appendix A, #122)	

- GOAL 9 -
To help students develop skills necessary in gaining employment.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises that will help him become aware of terminology used for job selection.	Special Words For Filling Out Forms (Appendix A, #123)	
B. The students will complete exercises to learn the mechanics of preparing a job resume.	Writing A Resume (Appendix A, #124) Preparing A Job Resume (Appendix A, #125)	
C. The students will complete exercises to learn the mechanics of filling out written application forms.	Job Application Form (Appendix A, #126) Writing A Letter Of Application (Appendix A, #127) Letters Of Application (Appendix A, #128) References (Appendix A, #129) J. C. Penney And Co. Applicant's Arithmetic Test (Appendix A, #130) Decoding The Ads (Appendix A, #141)	

- GOAL 9 -
To help students develop skills necessary in gaining employment.

OBJECTIVES	ACTIVITIES	RESOURCES
D. The students will complete a series of exercises and gain practice of basic forms.	Social Security Application (Appendix A, #131) Driver's License Application (Appendix A, #132) Mail Order Blank (Appendix A, #133)	Appendix B, #59 Appendix C, #11
E. The students will complete exercises which will help them learn the mechanics of finding, reading, and interpreting advertisements.	Want Ad (Appendix A, #134) The Hunt (Appendix A, #135) Job Hunt, Anytown (Appendix A, #136) Reading Classified Ads Carefully (Appendix A, #137) Reading The Want Ads (Appendix A, #138) When You Answer A Want Ad By Phone (Appendix A, #139) Answering A Want Ad By Letter (Appendix A, #140) Decoding The Ads (Appendix A, #141)	

- GOAL 9 -
To help students develop skills necessary in gaining employment.

OBJECTIVES	ACTIVITIES	RESOURCES
F. The students will complete exercises which will help them gain skills in interviewing techniques.	You Are In The Spotlight (Appendix A, #142) How To Talk Yourself Out Of A Job (Appendix A, #143) Simulated Job Interview (Appendix A, #144) Guidelines For The Job Seeker (Appendix A, #190)	Appendix B, #60

- GOAL 10 -
To help students in understanding job requirements.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises which will help in investigating the requirements of a variety of occupations.	Vocational Requirements Study (Appendix A, #145) My Career Planner (Appendix A, #146) What Are The Ways To Learn Occupations (Appendix A, #147) Job Analysis Outline (Appendix A, #148)	Appendix B, #43, 49 Appendix D, #7, 8, 9
B. The students will complete exercises investigating options offered in a variety of jobs.	Tomorrow's Skills (Appendix A, #149) Old Jobs, New Jobs (Appendix A, #150) What You Should Look For In A Job (Appendix A, #151) Most Common Mistakes In Choosing An Occupation (Appendix A, #152)	

- GOAL 10 -
To help students in understanding job requirements.

OBJECTIVES	ACTIVITIES	RESOURCES
C. The students will complete exercises exploring the restrictions placed on life-style by certain occupations.	The Option Is Yours (Appendix A, #153) Geographic Locations (Appendix A, #154)	Appendix B, #51
D. The students will complete exercises which will point out obvious limitations to certain careers.	If You Haven't Got It, Don't Fight It. (Appendix A, #155) Work...Some Gripes, Some Solutions. (Appendix A, #156)	

- GOAL 11 -

To help students gain background of the Cluster Concept.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises which will help them explore job families.	The Job Scene (Appendix A, #157) Making Mobiles (Appendix A, #158) Occupational Group Arrangements (Appendix A, #159) Job Groups And Titles (Appendix A, #160) 23,000 Jobs (Appendix A, #161) Planning A Career in.... (Appendix A, #162)	Appendix B, #50 Appendix C, #8, 9 Appendix D, #1, 4, 5, 6 Appendix F, #1 Cassette 4
B. The students will, through a series of activities, explore the cluster program used in the senior high school.	Cluster Development Exercise (Appendix A, #163) Field Trips (Appendix A, #164) Cluster Introduction (Appendix A, #165)	

- GOAL 12 -
To help students understand how to maintain employment.

* OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete exercises helping to enumerate personality traits as advantages in certain jobs.	Personality and Your Job (Appendix A, #166) Emotional Maturity Self-Test. (Appendix A, #167) How To Keep A Job (Appendix A, #168) Attitudes and Habits Desirable for Employment (Appendix A, #169) Role Playing (Appendix A, #170) Be There - Be On Time (Appendix A, #189)	Appendix C, #2, 11
B. The students will complete exercises which will help them become able to select alternative measures when unforeseen difficulties cause alterations in one's job.	Changing Job Trauma (Appendix A, #171) Career Calamities (Appendix A, #172) Trouble With The Boss (Appendix A, #185)	Appendix B, #39, 58

- GOAL 13 -
To help students become aware of job trends for the future.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete activities which will help them learn the relationship between training and income.	Education + Training = Jobs (Appendix A, #173) Changing Trends (Appendix A, #174) Look To The Future (Appendix A, #188)	Appendix B, #55, 56 57, 58 Appendix C, #10
B. The students will complete activities pointing out the changing roles of women in careers.	Trends of Women Workers in Your Family (Appendix A, #175) Transparency on Career Patterns (Appendix A, #176) Changing Roles of Men and Women (Appendix A, #177)	Appendix B, #2

- GOAL 14 -

To help students appreciate the importance of hobbies and leisure time activities.

OBJECTIVES	ACTIVITIES	RESOURCES
A. The students will complete activities which will help them gain knowledge of the leisure time activities of people in a variety of occupations.	What Do People Do When They're Off Work? (Appendix A, #178) Hobbies, Hobbies, Hobbies (Appendix A, #179)	
B. The students will complete activities which will help them become aware of the possibility of a hobby becoming a source of income.	Leisure Time and Occupations (Appendix A, #180)	

PART II

APPENDIXES

APPENDIX A

ACTIVITIES

PHYSICAL CHARACTERISTICS

#1

Physical characteristics include items such as height, weight, posture, etc. and defects or handicaps, weaknesses and strengths. It must be recognized, however, that many of the characteristics will change as students mature into adulthood.

Suggested Activities:

1. Use results from school-wide P.E. testing.
2. Ask school nurse to explain health records to students and then go over them with individuals.
3. Ask school nurse or other person to talk about physical changes which are likely to occur during life.
4. Students may complete a self-evaluation of physical characteristics.
5. Students may talk with parents to find out about parent's families to determine possible future physical changes.
6. Take individual pictures so that students may place them in their file along with their physical characteristics.
7. Ask a science teacher to discuss heredity and physical characteristics.
8.
9.
10.

Student Materials Enclosed:

Family Tree of Physical Characteristics.

TAKING AFTER YOUR FAMILY

The purpose of this sheet is to show how, through inheritance, we may resemble our parents and grandparents. These traits develop as a result of genes on chromosomes in the reproductive cells of the body. Point out to the students the special need of tolerance toward those who appear different from themselves. People should be accepted for what they are rather than for what they appear to be, thus making the most of their personal traits.

Remembering that each person receives chromosomes with genes resulting in the development of traits from each parent, we can understand how each one of us has a doubl inheritance for hair color, eye color, etc. Here it is important to note that many traits are either dominant or recessive. If shortness is dominant, parents who are short could have, also, one gene for tallness in their make-up because it is recessive and does not show. This is the reason two short parents may have a tall child. Geneticists, men who study heredity, have found that stoutness is dominant over thinness, and dark hair dominant over light. Help the students decide how the four children will resemble their parents and grandparents on the accompanying chart.

To arrive at the correct answer, we place letters as symbols for the genetic make-up of the father at the top of the box, and the mother's at the left of the box. Look below to see how we fill in the four children. Using the first gene of the mother, we muliply it with first gene of the father, putting the paired answer in a center square. Then we multiply the mother's first gene with the father's second gene. Again we repeat using the mother's second gene, and multiplying it with the first and second genes of the father. The four center squares thus show any possible inheritance of stature. For example, capital S is used for the dominant trait of shortness or stoutness, and small s is used for the recessive trait of tallness or thinness. SS - a purely short individual. ss - a purely tall individual. Ss - a person looking short but carrying a tall gene. This applies to all other traits.

As you read these explanations, refer to the correctly filled in diagrams below.

1. The father we see is tall. Since this is recessive, his symbols are ss, for pure tall. The mother, coming from mixed parents, would most likely look short but carry a tall gene - Ss. The children would be: 2 tall and 2 mixed short.

2. Both parents are most likely mixed short - Ss. In this case there would be 3 short children and 1 tall,

3. Father might be pure stout - SS and the mother look stout but carrying a hidden (recessive) gene for thin - Ss. Children would all be stout.

4. Both parents are thin. Since thinness is recessive, they must be pure - ss. Children would all be thin.

5. Light hair is recessive. Mother, if light, must then be dd. Father could be mixed dark - Dd, in which case children would be 2 dark and 2 light. If father were pure dark - DD, children would all be dark.

S - shortness or stoutness

s - tallness or thinness

D - dark hair

d - light hair

(1)

	s	s
S	Ss	Ss
s	ss	ss

2 : 2

(2)

	S	s
S	SS	Ss
s	Ss	ss

3 : 1

(3)

	S	S
S	SS	SS
s	Ss	Ss

4 - stout

(4)

	ss	s
s	ss	ss
s	ss	ss

4 - thin

(5)

	D	d
d	Dd	dd
d	Dd	dd

2 : 2

(5)

	D	D
d	Dd	Dd
d	Dd	Dd

4 - dark

TAKING AFTER YOUR FAMILY

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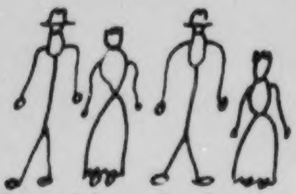
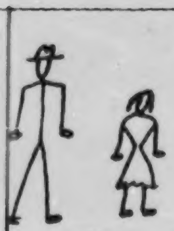
<tr><td>
3 tall - 1 short</td><td>
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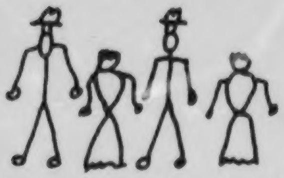
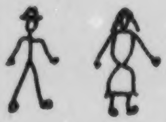
<tr><td>
2 short - 2 tall</td><td>
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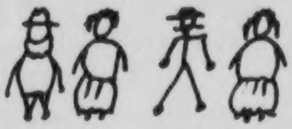
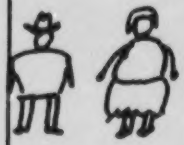
<tr><td>
3 stout - 1 thin</td><td>
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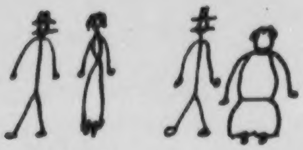
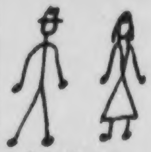
<tr><td>
3 thin - 1 stout</td><td>
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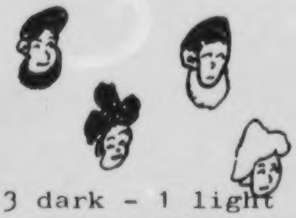
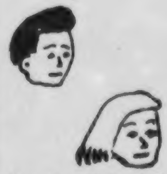
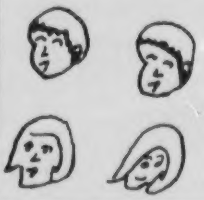
<tr><td>
3 dark - 1 light</td><td>
dark light</td><td>
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Answer these questions on the back of this sheet.

1. Explain in your own words how heredity traits are passed on to new generations.

2. What other personality traits seem to be inherited?

3. Can you trace a family trait through your own family to you. Choose hair color, body build, musical traits, artistic talent, or physical defects.

State Department of Education
LEON P. MINEAR, Superintendent
Salem 10, Oregon

OREGON MOTOR FITNESS TEST SCORE CARD—GIRLS GRADES 7, 8, AND 9

NAME ....

SCHOOL .... **COUNTY** ....

DATE	Month Sept. 19......			Month 19......			Month 19......			Month 19......			Month 19......			Month 19......			Month 19......			Month 19......			Month 19......		
GRADE																											
AGE																											
HEIGHT																											
WEIGHT																											
OBJECTIVE TESTS	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.	Test Score	Rat-ing	Std. Pts.
Hanging in Arm-Flexed Position																											
Standing Broad Jump																											
Crossed-Arm Curl-Ups																											
TOTAL STANDARD POINTS	▤			▤			▤			▤			▤			▤			▤			▤			▤		

RATING NORMS FOR GIRLS GRADES 7, 8, AND 9

TEST ITEMS	Superior	Good	Fair	Poor	Inferior	Grade
Hanging in Arm-Flexed Position	44-Up	36- 43	24- 35	16- 23	0- 15	7
Standing Broad Jump	76-Up	70- 75	59- 69	49- 58	0- 48	
Crossed-Arm Curl-Ups	59-Up	47- 58	29- 46	15- 28	0- 14	
Hanging in Arm-Flexed Position	44-Up	36- 43	24- 35	16- 23	0- 15	8
Standing Broad Jump	78-Up	72- 77	61- 71	51- 60	0- 50	
Crossed-Arm Curl-Ups	59-Up	47- 58	29- 46	15- 28	0- 14	
Hanging in Arm-Flexed Position	51-Up	37- 50	17- 36	8- 16	0- 7	9
Standing Broad Jump	81-Up	75- 80	63- 74	53- 62	0- 52	
Crossed-Arm Curl-Ups	65-Up	51- 64	31- 50	17- 30	0- 16	
TOTAL STANDARD POINTS	204-Up	180-203	144-179	112-143	111-Down	

DIRECTIONS FOR RECORDING AND SCORING TESTS

1. Record the actual test score for each item in the column marked "Test Score" on this side of the score card.
2. Using test score, check rating norms and record superior, good, fair, poor, or inferior for each test item in the rating column.
3. Find standard point score corresponding to each actual test score in the "Scoring Table" on the back of the card and record in column marked "Standard Points".
4. Add "Standard Points" for all test items and record total at bottom of card in space on line marked "Total Standard Points".
5. Using total standard points, check rating norms to determine fitness rating of superior, good, fair, poor, or inferior. Record this rating in the space provided at the bottom of the rating column.
6. Repeat the test at the end of the school year; it is recommended that a mid-year test also be given. Below-standard individuals should be tested more frequently.

SCORING TABLE
FOR GIRLS GRADES 7, 8, AND 9

Std. Pts. Based on T-Score	Arm-Flexed Hang in Seconds			Standing Broad Jump in Inches			Number of Crossed-Arm Curl-Ups		
	7th	8th	9th	7th	8th	9th	7th	8th	9th
100	76	76	107	100	101	105	105	105	121
98	74	74	104	99	100	104	103	103	118
96	72	72	100	98	99	102	101	101	114
94	70	70	97	97	98	101	98	98	111
92	68	68	93	96	97	100	95	95	107
90	66	66	90	95	96	99	92	92	104
88	64	64	86	93	95	98	90	89	100
86	62	62	83	92	94	97	86	86	97
84	60	60	79	90	92	96	83	83	93
82	58	58	76	88	90	93	80	80	90
80	56	56	72	86	89	91	77	77	86
78	54	54	69	85	87	90	74	74	83
76	52	52	65	83	86	89	71	71	79
74	50	50	62	82	84	87	68	68	76
72	48	48	58	80	82	85	65	65	73
70	46	46	55	78	80	83	62	62	69
68	44	44	51	76	79	81	59	59	66
66	42	42	48	75	77	80	56	56	63
64	40	40	44	73	75	78	53	53	58
62	38	38	41	72	74	77	50	50	56
60	36	36	37	70	72	75	47	47	51
58	34	34	34	68	70	73	44	44	48
56	32	32	30	66	68	71	41	41	44
54	30	30	27	65	67	70	38	38	41
52	28	28	23	63	65	68	35	35	37
50	26	26	20	61	63	66	32	32	34
48	24	24	17	59	61	64	29	29	31
46	22	22	14	58	60	62	26	26	28
44	20	20	12	56	58	60	23	23	25
42	18	18	10	55	56	58	21	21	23
40	16	16	9	53	54	56	19	19	21
38	14	14	8	51	53	55	17	17	19
36	12	12	7	49	51	53	15	15	17
34	11	11	7	48	50	51	13	13	15
32	9	9	6	46	49	49	11	11	13
30	8	8	6	45	46	47	9	9	11
28	6	6		43	44	45	7	7	10
26	5	5	5	41	42	43	6	6	9
24	3	3		39	39	41	5	5	8
22	1	1	4	38	38	40	4	4	7
20			3	36	36	39	3	3	6
18			2	35	35	38	2	2	5
16			1	33	33	36	1	1	3
14				32	32	35			2
12				30	30	33			1
10				29	29	32			
8				27	27	30			
6				26	26	29			
4				24	24	27			
2				23	23	26			
1				22	22	26			

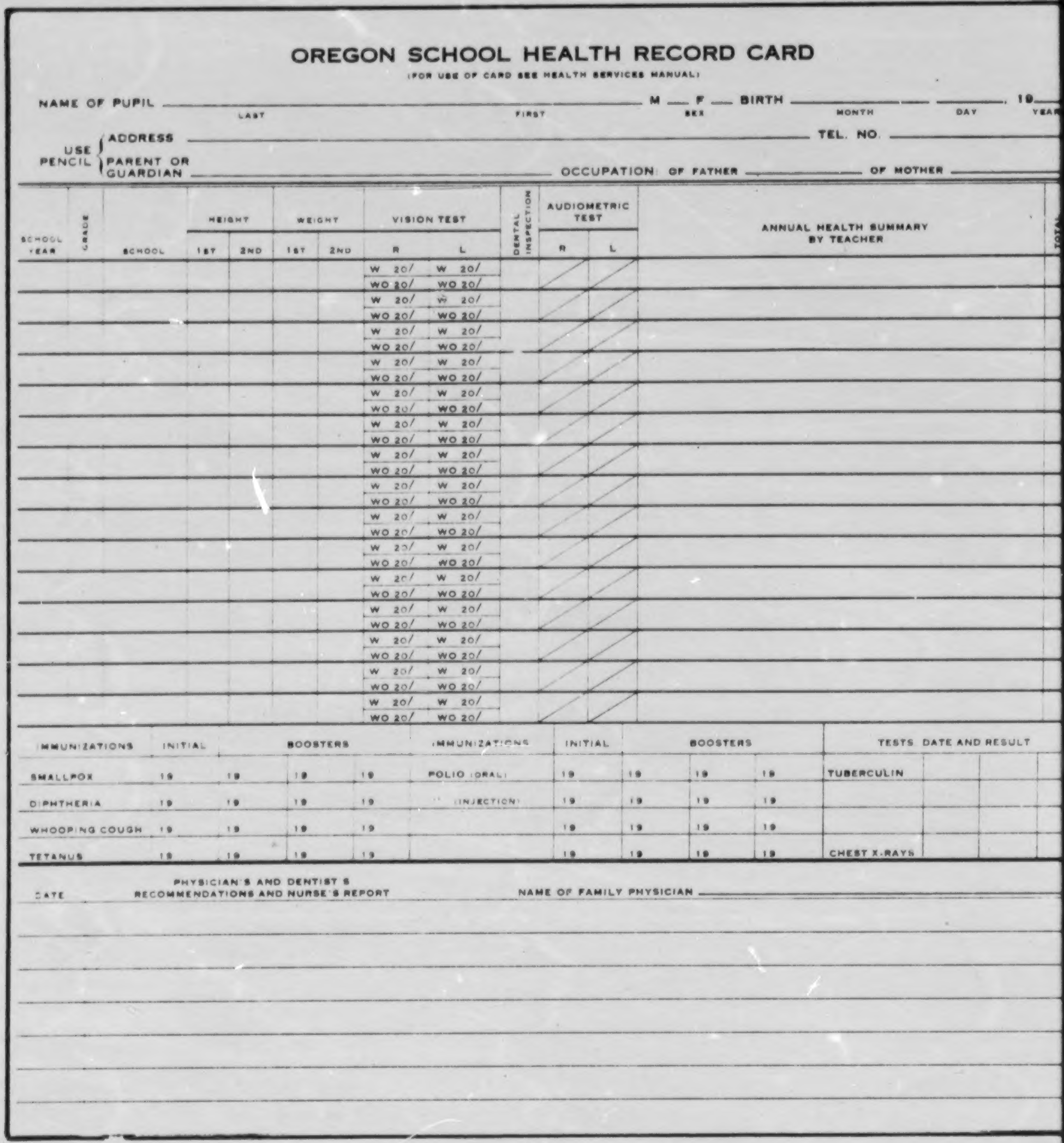
GENERAL INSTRUCTIONS TO TEACHERS

1. The motor fitness tests are to be taken by only those individuals who are physically able to participate in the regular program of physical education.
2. In no instance should pupils be permitted to perform any test more than is necessary to get one hundred points. Performance should be stopped on any test if, in the opinion of the instructor, the pupil is overtaxing himself.
3. Individuals should be acquainted with the tests in advance of the testing period and sufficient practice should be allowed for thorough understanding of the execution of the tests.
4. Time should be provided for a few minutes warm-up at the beginning of each test period.
5. All equipment and facilities necessary for the administration of the tests should be prepared before the testing period begins.
6. Establish a policy of strictly enforcing all rules and regulations in scoring and administering the test.

HEALTH PROGRESS RECORD

#3

The following form is used in Oregon schools to keep a continuous record of a student's health progress. This should be kept current and at the students' disposal.



OREGON SCHOOL HEALTH RECORD CARD

(FOR USE OF CARD SEE HEALTH SERVICES MANUAL)

NAME OF PUPIL ______________ LAST ______________ FIRST M __ F __ SEX BIRTH ______ MONTH ______ DAY ______, 19__ YEAR

USE PENCIL { ADDRESS ______________ TEL. NO. ______

PARENT OR GUARDIAN ______________ OCCUPATION: OF FATHER ______ OF MOTHER ______

SCHOOL YEAR	GRADE	SCHOOL	HEIGHT		WEIGHT		VISION TEST		DENTAL INSPECTION	AUDIOMETRIC TEST		ANNUAL HEALTH SUMMARY BY TEACHER	TOTA
			1ST	2ND	1ST	2ND	R	L		R	L		
							W 20/ WO 20/	W 20/ WO 20/					
							W 20/ WO 20/	W 20/ WO 20/					
							W 20/ WO 20/	W 20/ WO 20/					
							W 20/ WO 20/	W 20/ WO 20/					
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IMMUNIZATIONS	INITIAL	BOOSTERS			IMMUNIZATIONS	INITIAL	BOOSTERS			TESTS DATE AND RESULT			
SMALLPOX	19	19	19	19	POLIO (ORAL)	19	19	19	19	TUBERCULIN			
DIPHTHERIA	19	19	19	19	" (INJECTION)	19	19	19	19				
WHOOPING COUGH	19	19	19	19		19	19	19	19				
TETANUS	19	19	19	19		19	19	19	19	CHEST X-RAYS			

DATE — PHYSICIAN'S AND DENTIST'S RECOMMENDATIONS AND NURSE'S REPORT — NAME OF FAMILY PHYSICIAN ______________

Health Progress Record, cont.

HISTORY OF PAST AND CURRENT ILLNESS, ACCIDENT, DISABILITY, AND ABSENCE

	OBSERVATIONS BY TEACHER																	TEACHER COMMENTS AND REFERRAL
	SCHOOL YEAR	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	
	GRADE IN SCHOOL																	
EYES	STYES OR CRUSTED LIDS																	
	INFLAMED EYES																	
	CROSSED EYES																	
	FREQUENT HEADACHES																	
	SQUINTING																	
EARS	DISCHARGE FROM EARS																	
	EARACHES																	
	FAILURE TO HEAR QUESTIONS																	
ORAL CAVITY	INFLAMED GUMS OR LIPS																	
	DENTAL CARIES																	
	FAULTY ORAL HYGIENE																	
NOSE AND THROAT	PERSISTENT MOUTH BREATHING																	
	FREQUENT SORE THROAT																	
	FREQUENT COLDS																	
GENERAL CONDITION AND APPEARANCE	FAILURE TO GAIN WEIGHT																	
	EXCESSIVE GAIN IN WEIGHT																	
	DOES NOT APPEAR WELL																	
	TIRES EASILY																	
	POOR MUSCLE COORDINATION																	
	POOR POSTURE																	

CODE √=DEFECT T=UNDER TREATMENT C=CORRECTED R=REFERRAL N=NO TREATMENT

STATE DEPT OF EDUCATION—OREGON

EYE-HAND COORDINATION

#4

PURPOSE: To develop teaming and rhythm of hand movements

MATERIALS: Chalkboard and chalk

TIME: About five to ten minutes

PROCEDURE: Motor Equivalence

1. Have the child stand facing the board in good posture close enough that he can lean forward easily and touch the board. Then have him lean forward and touch the chalkboard with his nose. Put an X on his nose print. This is the target he is to look at while doing this procedure.
2. Have him pick up a piece of chalk in each hand. The chalk should not be held tightly. He is to look at the X and then touch the board with both pieces of chalk even with his shoulders and spaced apart. The child is to make two round sized circles - one on each side and he is to continue to go over the first circles about ten times in one direction and then change direction for ten circles. He should do four complete sets.

PROCEDURE: SPACE ORGANIZATION WITH STRAIGHT LINE DIRECTIONALITY

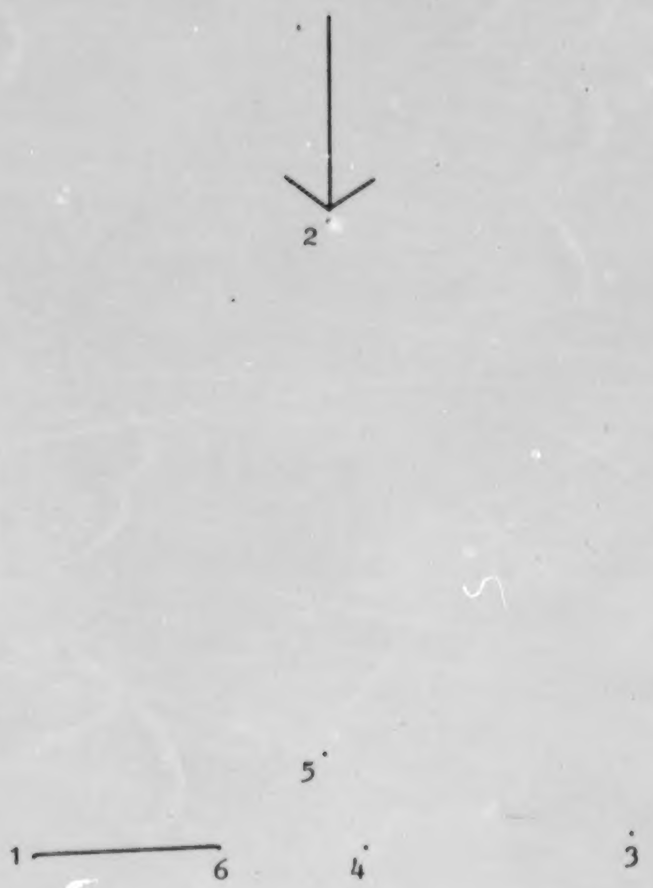
1. Once again have the child stand directly in front of the board and put an X as he did before.
2. This time the chalk starts at the X and then the child moves the chalk back-and-forth in the same direction as the floor. Have the child make his lines as straight as possible and the child is to stay on the same line as he makes ten trips in-and-out. Have the child work for rhythm. Do not allow the child to look at the chalk.

3. Repeat Procedure Doing Vertical Lines.

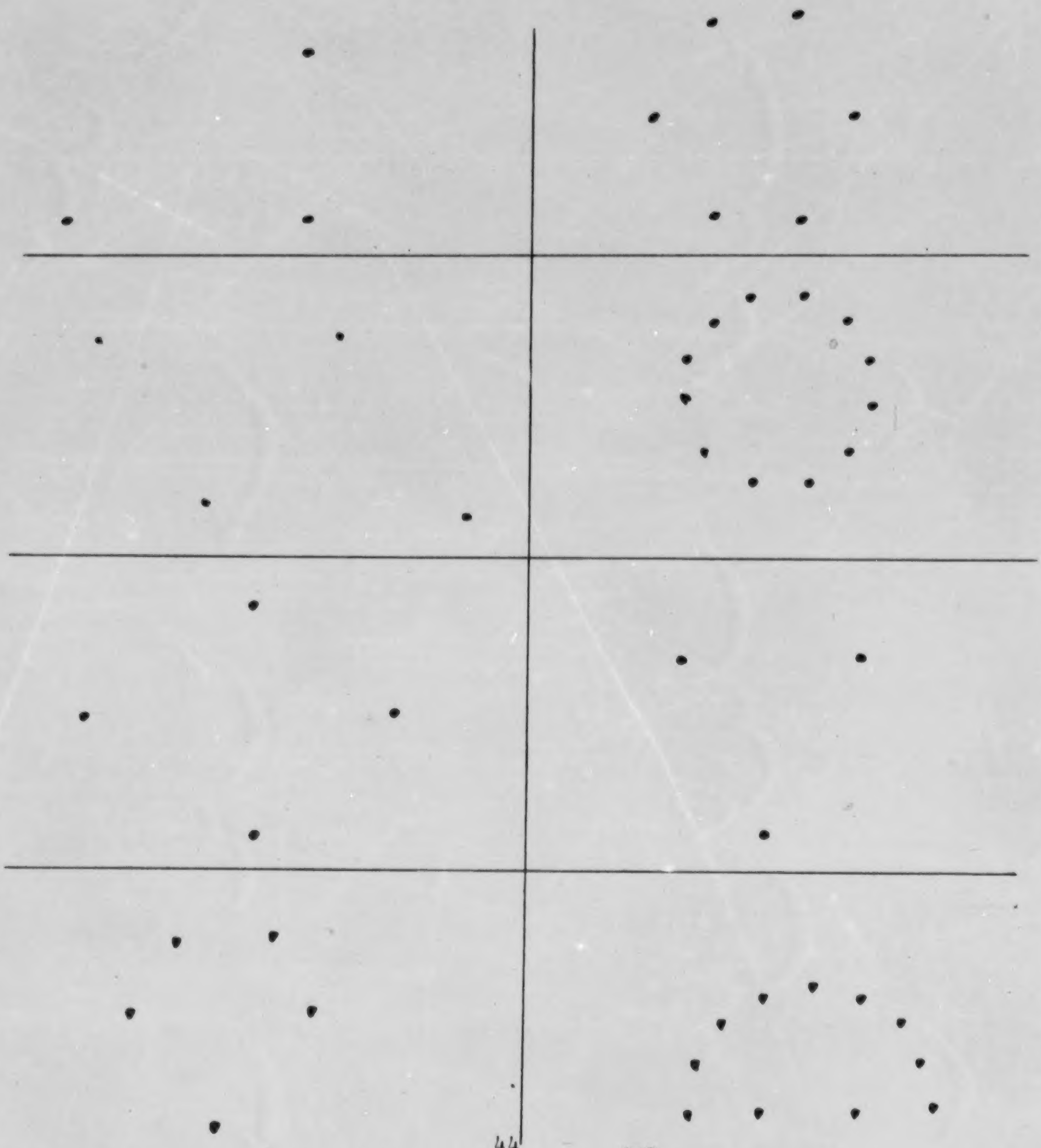
ADDITIONAL

1. Dot-to-dot worksheets
2. Cutting
3. Straw piercing
4. Lacing cards
5. Using the suspended ball, have the child hit the ball with a dowel stick which has been color coded for specifics.
6. Teach the child to play 'jacks."

Eye-Hand Coordination, cont.



Eye-Hand Coordination, cont.



. STUDENT SCRAPBOOK

Since the goal of a program in self-understanding is to give a student a realistic picture of himself the student needs a means of looking at himself in total. Having students keep a notebook or scrapbook on themselves would seem a good vehicle for this. As students complete various activities and lists on themselves they could glue them into their scrapbook in some organized way. Students could make scrapbooks from newsprint and design covers that they felt represented them personally. Also, a section should be included that contained the student's private thoughts. Any work that he did not want to share could be placed in this section. If a student is going to be honest with himself he should not have to prepare his work at all times to please the teacher.

Over a period of time students should accumulate much material on themselves. It would then be a good idea to follow up with student-teacher conferences to look over the scrapbooks so that the teacher can help students see some direction to what they have been saying about themselves. Again, any of the work the student feels is private would not be discussed. A trust relationship is important.

All of the work the student does would be included in the scrapbook. Below are some brief assignments that the teacher can collect and then hand back to students to include in their scrapbooks.

Sentence Completions:

This might be a good activity to use off and on for five minutes out of a period. Give the students a 3x5 card and have them complete sentences like these: (use these or make up some of your own to fit your students.)

One thing I worry about is ____.

A thing that makes me different from any other person in the world is ______________________________________.

What worries me most about the future is ________________________.

My children won't have to____________ because ____________________.

Some people seem to want only to _______________________________.

If I could have seven wishes ___________________________________.

My advice to the world would be ________________________________.

Someday I'm going to ____.

Voting:

To give students some perspective on each other a useful technique might be the class count. The teacher just asks the class a question and requests a show of hands. Students can see things they have in common with others and also tell something about themselves without any real effort. There could be brief discussion also.

The questions would not have to be on the same topic or about any particularly "heavy" topic.

WINDOW ON MYSELF

#6

Student to write on the following:

1. The ME I think other people see. (Emphasis on personality rather than looks.)

2. The ME other people don't see. (The real me as I see myself.)

3. The ME I'd like to be. (What things would I change about myself?)

To the Teacher: It might be beneficial to have individual conferences with students after the above assignment is finished to discuss possible ways to achieve number three.

AUTOBIOGRAPHY

#7

This means the story of your life from earliest memories until the present time.

Assignment: Write a personal autobiography of your life from the age of five until the present time. Listed below are some questions you should try to answer about yourself.

1. My earliest memories (before age five, if possible).
2. My life style and environment at age five or before school age.
3. My first year in school; early impressions, people, and ideas that influenced me.
4. My years in elementary school including memorable experiences that may have helped shape my character and personality.
5. My years in junior high school; indicate experiences that have contributed to make me what I am today.
6. My home life - parents, other family members, relatives.
7. Adults other than family members who have had an influence on my life.
8. Travel experience.
9. Activities outside of school that have influenced me.
10. Other things that stand out in my memory as being important.

AUTOBIOGRAPHICAL QUESTIONNAIRE

1. Name
2. Birth Date Age in Years
3. Address Phone Number
4. What other schools did you go to? Tell me something about them.
5. Who are the people in your family? If you had to use two sentences to describe each person, what would you say about each member of your family?
6. Have you ideas about what you would like to do when you grow up?
7. What possibilities have you talked over with your parents?
8. What does your father do for a living?
9. What are some of his interests, hobbies, etc? What does he do when he isn't working?
10. Does your mother work?
11. What are her interests, hobbies, etc?
12. How do you spend your time after school?
13. Of all the things you do in your free time, which do you like most?
14. Which do you like the least?
15. What does your family usually do for Thanksgiving? Christmas?
16. What have you done the last two summers?
17. What have you done the last two Christmas vacations?
18. What magazines do you read regularly?
19. Do you subscribe to any yourself?
20. What are your favorite TV shows?
21. Have you seen any movies in the last few months which you particularly liked?
22. Tell me a sentence or two about each movie and why you liked it.

23. What are your favorite sports, if any?

24. If I were to ask you what books you've read which you've liked the best, what would you answer?

25. Do you work after school or on Saturdays? Where? What are you using the money for?

26. What do you like best about school?

27. What do you like least about school?

28. If you could change some part of your educational program, what would it be?

29. If you were a teacher, how would you teach your classes?

30. Have you a hobby which takes up a lot of your time? What is it?

31. How did you get interested in it?

32. Which of your friends are interested in it with you?

33. Who are some of your friends who aren't interested in this activity?

34. Is there an adult outside of school whom you dislike intensely? Why?

35. Are there some adults outside of school whom you admire intensely? Why?

36. Do you have some good ideas about things which you might like to mention?

37. Have you ever invented anything? What?

38. What is there about you which makes your friends like you?

39. Is there something you want badly but can't quite afford right now? What?

40. Of all the people you know who have helped you, who has helped you most? How did they go about it?

KEEPING A DAILY JOURNAL #8

Students should keep a daily journal not only of events, but thoughts and feelings. This should be a private journal for the student's own use. If the teacher wants to make sure the student is writing in his journal, it is easy to check entries without reading.

RATE YOURSELF

#9

The purpose of this assessment is to help you find out more about yourself and not to spot your defects. Fill in the blanks as best you can and as honestly as you can.

YOU.......

A. In Social Situations:

1. Which types of people do you have trouble talking to?

____Someone you just met
____Your teachers
____An important person
____Strangers
____Other:______________________________
____Older people
____Your classmates
____Someone of the other sex
____Someone of your sex

2. When you lose a game, what do you do?

____Cry or otherwise show your disappointment
____Congratulate the winner
____Blame the official
____Other:__________________

3. If you win a game, what do you do?

____Brag about your performance
____Tease the loser
____Console the loser
____Other:__________________

4. Do you feel it is essential to have plenty of money in order to have a good time? Explain your answer:____________________

____

5. What types of people do you have difficulty getting along with?

____Bossy
____Talkative
____Quiet
____Successful
____Intellectual
____Party-minded
____Silly
____Sarcastic
____Other:__

____

6. Do you know how to introduce people properly?________________

7. Do you think it is very important to be a good mixer?________

Why or why not?____

B. In Clubs and Other Organizations:

1. What school clubs or community organizations (Scouts, 4-H, Church groups, etc.) do you belong to?____________________

____

2. To what offices have you been elected?____________________

3. On what committees have you served?______________________

____

4. In what projects or activities have you been involved?_______

____

5. How would you feel if a friend of yours were elected class president?

____Happy for the friend

____Envious of the friend's election

____Sorry for yourself

____Determined to beat him next time

____Other:________________

6. When you have to make a decision, what do you do?

____Seek the advice of others first

____Change your mind several times

____Make up your own mind about what to do

____Other:________________

7. Has anyone ever said that you don't cooperate with the group very well? Explain the circumstances:____________________

____

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Rate Yourself, cont.

C. With Your Friends:

1. How many close boyfriends do you have?____________________

2. How many close girlfriends do you have?____________________

3. When people play a joke on you, what do you do?

____Get angry
____Plan to play a joke on them
____Laugh with them
____Other:____________________

4. When you hear gossip about a friend, what do you do?

____Repeat the gossip to someone else
____Refuse to pass the gossip on
____Repeat the gossip to the person involved
____Other:____________________

5. Do you like to argue?

____No
____Sometimes
____Yes

D. Working With Other People:

1. When you have a job to do, which do you prefer to do?

____Work alone
____Have others working nearby
____Receive help or advise from others
____Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

____Volunteer to take charge
____Hope no one asks you to help
____Offer to help out
____Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

____Compliment the other person
____Find fault with the other person
____Offer excuses for your performance
____Try harder next time

4. If someone tries to show you how to do something, what do you do?

____Get annoyed
____Listen carefully
____Other:_____
____

Rate Yourself, cont.

5. How do you usually get along with your teachers at school?

____Very well

____Well

____Fairly well

____Not very well

E. Yourself:

1. If a friend criticized a story that you had written, how would you react?

____Get angry

____Accept the criticism for what it's worth

____Criticize the friend's work

____Other:____________________

2. Do you feel that a brother or sister is favored over you at home?

____Yes

____Sometimes

____No

____Doesn't apply

3. A girl you know refused to skip class with the rest of the group. What would you think about it?

____Admire the girl's courage

____Laugh at the girl for being so weak

____Condemn the girl for trying to impress the teachers

____Get angry because the girl wouldn't follow the crowd

4. Are you ever critical of others because their religious beliefs differ from yours? _________ Explain your answer:_____

____

5. How is your personal appearance?

____Usually neat and clean

____About as good as your friend's.

____Sometimes sloppy

____Other:____________________

6. What kind of person do you think you are?

____Pleasant and friendly

____Easy to get along with

____Rather selfish

____Sometimes friendly; sometimes not

____Hard to get along with

____Other:____________________

PERSONALITY INFORMATION AREA

#10

1. How good a student do your teachers expect you to be?
   (A) One of the best students in my class.
   (B) Above the middle of my class.
   (C) In the middle of the class.
   (D) Just good enough to get by.
   (E) Don't know.

2. People who accept their condition in life are happier than those who try to change things.
   (A) Agree (B) Not Sure (C) Disagree

3. Good luck is more important than hard work for success.
   (A) Agree (B) Not Sure (C) Disagree

4. Every time I try to get ahead, something or somebody stops me.
   (A) Agree (B) Not Sure (C) Disagree

5. If a person is not successful in life, it is his own fault.
   (A) Agree (B) Not Sure (C) Disagree

6. Even with a good education, I'll have a hard time getting the right kind of job.
   (A) Agree (B) Not Sure (C) Disagree

7. I would make any sacrifice to get ahead in the world.
   (A) Agree (B) Not Sure (C) Disagree

8. If I could change, I would be someone different from myself.
   (A) Agree (B) Not Sure (C) Disagree

9. I sometimes feel that I just can't learn.
   (A) Agree (B) Not Sure (C) Disagree

10. I would do better in school work if teachers didn't go so fast.
    (A) Agree (B) Not Sure (C) Disagree

11. People like me don't have much of a chance to be successful in life.
    (A) Agree (B) Not Sure (C) Disagree

12. The tougher the job, the harder I work.
    (A) Agree (B) Not Sure (C) Disagree

13. I am able to do many things well.
    (A) Agree (B) Not Sure (C) Disagree

Rate Yourself, cont.

MANNERS AND GROOMING......

A. How do you look to others?

1.	Are your clothes usually clean?	Yes	No
2.	Do you usually keep your hair clean and neatly combed?	Yes	No
3.	Do you have good posture?	Yes	No
4.	Do you usually wear a smile?	Yes	No
5.	Do you usually look ahead rather than down?	Yes	No
6.	Do you keep your teeth clean?	Yes	No
7.	Do you usually have your shoes shined and in good repair?	Yes	No
8.	Do you try to keep your body free of offensive odors?	Yes	No
9.	Do you ever overdress, that is, wear conspicuous clothes just for show?	Yes	No

B. HOW DO YOU ACT WITH OTHERS?......

1.	Do you do things for others without expecting them to do a return favor?	Yes	No
2.	Do you usually remember the names of persons to whom you are introduced?	Yes	No
3.	Do you try to keep out of other people's affairs?	Yes	No
4.	Do you try to observe the rules of etiquette?	Yes	No
5.	Do you ever try to deliberately embarrass others?	Yes	No
6.	Do you show proper respect for older people?	Yes	No
7.	Do you try to understand other's points of view?	Yes	No

14. How do you usually come to school in the morning?

(A) By automobile.
(B) Walk or bicycle.
(C) School bus.
(D) Bus, other than school.
(E) Other ________________________________(explain).

15. When you finish your education, what sort of a job do you think you will have?

(A) Technical - such as draftsman, surveyor, medical or dental technician, etc.

(B) Official - such as manufacturer, officer in a large company, banker, government official or inspector, etc.

(C) Manager - such as sales manager, store manager, office manager, factory supervisor, etc.

(D) Proprietor or owner - such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.

(E) Semi-skilled worker - such as factory machine operator, bus or cab driver, meat cutter, etc.

(F) Clerical worker - such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.

(G) Service worker - such as barber, waiter, etc.

(H) Protective worker - such as policeman, detective, sheriff, fireman, etc.

(I) Salesman - such as real estate or insurance salesman, factory representative, etc.

(J) Farm or ranch manager or owner

(K) Farm worker on one or more than one farm.

(L) Workman or laborer - such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.

(M) Professional - such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, college professor, social worker, etc.

(N) Skilled worker or foreman - such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.

(O) Don't know

PERSONALITY TRAITS

#11

Listed below are personality traits which are considered to be important for success on a job and in relationships with other people. You will receive three copies of this sheet. Copy #1. This is YOUR copy to fill out as you see yourself. Ratings are from 1 to 5 with 1 being "Almost Never" and 5 being "Almost Always." Circle the number which is your estimate after the personality trait. Copy #2 is intended for your parents to complete. Copy #3 is for a friend to complete. When the three sheets have been completed, compare the results and find areas where you and your parents and your friend disagree. Keep these sheets for your records.

(ALMOST NEVER) 1 2 3 4 5 (ALMOST ALWAYS)

I Am:

1. Friendly 1 2 3 4 5
2. Cheerful 1 2 3 4 5
3. Pleasant 1 2 3 4 5
4. Reliable 1 2 3 4 5
5. Thorough 1 2 3 4 5
6. Neat 1 2 3 4 5
7. Appropriately dressed 1 2 3 4 5
8. Confident 1 2 3 4 5
9. Optimistic 1 2 3 4 5
10. Helpful 1 2 3 4 5
11. Sympathetic 1 2 3 4 5
12. Self-reliant 1 2 3 4 5
13. Trustworthy 1 2 3 4 5
14. Honest 1 2 3 4 5
15. Courteous 1 2 3 4 5
16. Careful to avoid bad language 1 2 3 4 5
17. Loyal 1 2 3 4 5
18. Cooperative 1 2 3 4 5
19. Poised 1 2 3 4 5
20. Self-controlled 1 2 3 4 5
21. Punctual 1 2 3 4 5
22. Tactful 1 2 3 4 5
23. Alert 1 2 3 4 5
24. Persistent 1 2 3 4 5
25. Sincere 1 2 3 4 5
26. Modest 1 2 3 4 5
27. Patient 1 2 3 4 5

FOLLOW - UP OF PERSONALITY TRAITS

You have completed the rating of yourself on various personality traits and you have had your parents and a friend rate you on these same traits. On traits where you marked yourself 1 or 2 and where others have disagreed with you, list them in a column on the left. In a column in the middle of the page mark these traits as YOU WOULD LIKE TO BE. In the space at the right make some notes which would show that you have changed the way you desire.

Example:

Neat 2	4 or 5	Person neatness, school papers more neat, clean my bedroom.

__________ __________

__________ __________

__________ __________

__________ __________

__________ __________

__________ __________

__________ __________

__________ __________

__________ __________

PROJECTIVE TEST

#12

NAME

Finish each sentence. Here is your chance to write exactly what you feel. You may write anything you like, but it must be just what you think.

1. Today I feel____________________
2. When I have to read I____________________
3. I get angry when____________________
4. To be grown up means____________________
5. My idea of a good time is____________________
6. I wish my parents knew____________________
7. School is____________________
8. I can't understand why____________________
9. I feel bad when____________________
10. I wish teachers____________________
11. I wish my mother____________________
12. Going to college____________________
13. To me books____________________
14. People think I____________________
15. I like to read about____________________
16. On weekends I____________________
17. I'd rather read than____________________
18. To me homework____________________
19. I hope I'll never____________________
20. I wish people wouldn't____________________
21. I'm afraid____________________

Projective Test, cont.

22. When I finish high school____________________

23. Comic books____________________

24. When I take my progress report home____________________

25. I am at my best when____________________

26. Most brothers and sisters____________________

27. I don't know how to____________________

28. When I read math I____________________

29. I feel proud when____________________

30. The future looks____________________

31. I wish my father____________________

32. I like to read when____________________

33. I would like to be____________________

34. For me studying is____________________

35. I often worry about____________________

36. I wish I could____________________

37. Reading science____________________

38. I look forward to____________________

39. I wish____________________
____

40. I'd read more if____________________
____

41. When I read out loud____________________

42. My only regret is____________________
____

WHAT I LIKE TO DO

#13

Knowing what a person likes to do will often tell you a lot about the kind of person he is. In this section you will find out more about the kind of person you are by recording some of the things you like to do and why you like them. You will also list those things you don't like to do - and look at your reasons for disliking them. (In working through this section you may find that the things you like to do are things you do well. They will be a big influence on your eventual choice of a job.)

Part A:
You have many activities - of many different kinds - in your daily life. Some of them you like; others you don't like. On this sheet you can list your current activities, your reasons for doing them, and your attitudes toward them.

My Hobbies Are	I Have Chosen These Hobbies - Because
My Free-time Activities - the Things I Do For Fun - Are	I Have Chosen These Activities Because
My School Activities Are	I Have Chosen These Activities Because

Some of My Other Activities (for example, part-time jobs, helping at home) Are

What I Like To Do, cont.

Part B:
Which of the activities that you have listed in Part A do you like best? Why?

I Like These Activities Best	Reasons

Which of the activities that you have listed do you dislike? Why?

I Don't Like These Activities	Reasons

Which of your activities gives you the greatest feeling of accomplishment? Why?

I Get the Greatest Feeling of Accomplishment From the Following Activities	Reasons

In a paragraph describe your attitudes toward your current activities. See if you can find out what the activities you like have in common and what the activities you dislike have in common.

What I Like To Do, cont.

Part C:
Your current favorite activities and your attitudes toward them can provide you with useful clues as you think about possible future jobs. On this sheet you can list some of your activities and jobs to which they could lead. How do you think you would like each job?

ACTIVITY	JOBS IT COULD LEAD TO	ATTITUDE TOWARD JOB

#14

SELF AND OTHER ASSESSMENT

Please mark each sentence in this section in the following way: (read the sample item Number 1 aloud to the children).

If you feel you are better than most boys and girls your age in playing baseball, please mark a ✓ (check) on the blank ___ under the word better. (Do Sample #1 together as a class.)

SAMPLE	BETTER	NOT AS GOOD	OK	POOR
1. Compared to other children my age, I play baseball.....	___	___	___	___

If you feel you are about the same as other children your age in playing baseball, you would mark a ✓ under OK.

SAMPLE: NEEDS ASSESSMENT MODEL

	BETTER	NOT AS GOOD	OK	POOR
1. Compared to most other children my age, my work in Reading is	___	___	___	___
2. In comparison my grades are	___	___	___	___
3. In comparison my work in Arithmetic is	___	___	___	___
4. In comparison my work in Music is	___	___	___	___
5. In comparison my work in Art is	___	___	___	___
6. In comparison my work in Social Studies is	___	___	___	___
7. In comparison I can play games	___	___	___	___

Now, children, if you marked a ✓ under POOR or NOT AS GOOD will you tell us what YOU need to get better and what the school can do to help.

We are interested in knowing if your needs as a student are being met. You can help us. Place a ✓ under the word that best describes your classroom.

	YES	SOMETIMES	NEVER
1. I can talk quietly with others during class	___	___	___
2. I can do a special assignment anytime I finish my work	___	___	___
3. I can write music, stories, or poems in class.......................	___	___	___
4. I can go to the bathroom when I want..	___	___	___
5. I can get a snack when I want.........	___	___	___
6. I can get the help I need from my teacher.............................	___	___	___
7. I can get the help I need from my friends in my room..................	___	___	___
8. I can get the help I need from friends in other classes.............	___	___	___
9. I am not held in at recess if I'm bad.	___	___	___
10. My teacher and I have private talks...	___	___	___

NOTE: Write out (or tell the tape recorder) what you think the school NEEDS to do so that you could answer YES more often.

Write out your ideas as to what would have to be done if you wanted things to change in your school that relate to each item on the previous questions.

SAMPLE:

I can talk quietly with others during class.

If you marked a ✓ by never, maybe your school needs a place for children to talk when they complete their work. Can you think of other ideas (needs)?

____

____

____

____

____

EVERYBODY HAS PROBLEMS #15

No matter who you are or where you are, you have problems. Everyone does. Life is one problem after another. "Shut your doors and sit in your house, yet trouble will fall from the skies," says a Chinese proverb.

Often we tend to exaggerate our problems. "I cried because I had no shoes until I met a man who had no feet," goes an old maxim. Our worry over some minor problem or setback sometimes seems ridiculous in comparison to the courage shown by others with serious problems.

John Bunyan was arrested in England in 1660 for preaching without a license. During his many years in prison, he had only dry bread to eat and dirty water to drink. He supported his wife and four daughters by making shoelaces. After 12 years he was released, only to be put back in prison again. A lesser man would have broken down. But during his second imprisonment, Bunyan wrote 'Pilgrim's Progress' - one of the most remarkable books of all time.

In 1954, Capt. Louis J. Kirn of the U.S. Navy was struck by a mysterious ailment which paralyzed him from the neck down. At the time, "Bullet Lou," a Naval Academy football hero and World War II aviator, appeared in perfect health. In the hospital, Captain Kirn dropped from 168 to 90 pounds. His case seemed hopeless to everyone except Kirn himself. But by will power he fought his way to complete recovery, and is today flying again.

It is frequently true that things are not as bad as they seem. "I have had many troubles in my life," said James A. Garfield, "but the worst of them never came."

Fortunately, most of our problems can be solved in some way. There are basic techniques for problem-solving, just as there are methods for efficient study.

In handling your own problems, try these five steps:

1. Identify the Problem: Get it clearly in mind. Put it down in a clear-cut, simple statement. Use a chart similar to that shown on the following page.

2. List the Roadblocks To A Solution: What obstructions keep you from arriving at a solution? Name them.

3. Gather Data On the Problem: List the assets in your favor. Look at both sides of the question. Be honest. Give the facts on your side.

4. List Several Possible Solutions: Test each solution by thinking out the consequences. Keep an open mind. Talk the matter over with your parents, a trusted friend, or teacher.

5. Select the Best Solution: Then put it to work.

When you have a problem, decide whether it merits immediate attention. Time will erase some problems. But if a problem causes you mental suffering and loss of sleep, your school work and health will suffer. In this case, tackle the problem now.

Everybody Has Problems, cont.

If your problem is too big and too serious to handle by yourself, seek professional assistance. Don't go to well-meaning but uninformed advisers who might give you the wrong advice. You may obtain professional help with your problems from the following:

Your school guidance counselor or principal.

Your minister, priest, or rabbi.

Such social service agencies as the Family Service Association, Y.M.C.A, or Y.W.C.A,

Your family physician.

In nearly every case, you should take your problems to your parents first. They are on your side and will stand by you. Bring them into your confidence, and you may be surprised by what Mom and Dad can do for you.

YOUR PROBLEM CHART

You may solve most of your problems yourself by using the simple formula shown on this chart. It will serve as a guide to your mental processes and help you think clearly and logically about your problem.

---

1. My Problem Is:

---

2. Chief Roadblocks To A Solution Are:

---

3. Assets In My Favor Are:

---

4. Possible Solutions: (1)
(2)
(3)
(4)

---

5. Best Solution Is:

ME AND MY SHADOW

Your shadow follows every footstep - even, in the words of an old song, when you are simply "strolling down the avenue."

The children's poem "My Shadow" asks, "What can be the use of him?" and doesn't answer the question. In the famous play Peter Pan, the boy who never grows up loses his shadow and worries about it.

Anyone without a shadow would naturally wonder if he were visible or not. The shadow gives positive proof that you are solidly and firmly reflected by light.

The Shadowy Side:

It can be a comforting sight when events or people make you feel like nothing at all.

You may have that feeling of nothingness when someone keeps reminding you, for example, that.....

* You really must move faster or you'll miss the school bus.
* Mannerly people don't set speed records for eating meals.
* You haven't straightened your room this week.
* You musn't watch TV until homework is done, and then it'll be too late.

The feeling of nothingness happens when a new class assignment is handed out before your previous one is done - when a cafeteria monitor orders you to the end of the line because you briefly stepped out of it - when you're told you can't go to the movies, to a friend's house, to the drugstore - when you're treated like a child.

The feeling is unpleasant because it seems that your own desires and rights are being ignored and have no importance. No one likes to feel this way.

Studying the Opposition:

When surrounded on all sides by orders, rules, requirements, and limitations, how can any student have any life of his own? How does he get a chance to be free and independent? He doesn't, of course - unless he studies the opposition and learns how to handle it.

Freedom can never be complete for anyone - for young or old, pauper or millionaire. No one ever gets to do exactly as he wishes, even if he runs away and starts over. And the person who makes a practice of fighting all rules soon has little interest in doing anything else. He never learns how to use rules constructively.

Any student can start being his own boss at any time. He begins by managing his own affairs within the required framework of duties at home and at school.

To gain this control, you need good sense, patience, and discipline. Use the good sense at first to decide which bothersome rules and requirements are wise and which are not. Be fair. Study both sides. Don't decide until you are sure of your evidence.

If you can see that a rule makes sense, it shouldn't bother you. You can live with it. If it doesn't make sense and if you believe in law and order, obey the rule until a way is found to change it. Be patient and keep looking for effective ways of making the change. But don't let this be your sole purpose in life.

If people at home have a habit of nagging, get ahead by doing the job as well and as quickly as you can. When the job is done, you're in the clear. Make plans to stay ahead in this way. Complaints will gradually stop while you gain in control and self-reliance.

Don't hold back for fear of getting another job tossed at you when the first is done. This naturally happens at times, but you can work out a list of regular family chores for which you accept responsibility. Then you can agree to do more voluntarily. You are the person doing the giving - not someone being pushed around.

Scheduled Plans:

If your schedule seems too heavy, work it out on paper and see how the time is spent. Discuss the problem with your parents and see what shortcuts can be made. Your time is valuable, and it's up to you to see that days are well-balanced for work, study, exercise, and fun.

The process of directing your own affairs helps you gain confidence in yourself. As you prove to yourself and others what you can do, it becomes more and more difficult to feel that you are a nobody.

INDEPENDENCE QUESTIONS

1. Do you expect someone else to wake you on school days?
2. Do you try to play first and work later?
3. Do you expect members of your family to keep track of your belongings?
4. Are you easily discouraged by a difficult assignment?
5. Do you think that no one appreciates you?
6. Do you think good manners are silly?
7. Do you look forward to living an easy life?
8. Would you rather have no opposition in anything you want to do?
9. Do you think home chores are a needless interference in your life?
10. Do you resent deserved punishment or criticism?

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ONE THOUSAND TIMES 'NO' #17

'No' isn't such a bad word. Without it, 'Yes' wouldn't have any meaning.

A police parade can be an awesome sight. The symbols of the law ride there, sturdy and stiff in blue serge and black leather, motorcycles roaring. They are reminders of a thousand stop signs, traffic tickets, jails with barred windows. (They also remind us of protection that anyone can call upon when in need.)

Police may look like a thousand "No's," but most of the "No's" we hear really come from other sources. We start hearing them before our first birthdays and learn to obey without a struggle.

Laws of survival dictate a great many of them:

DON'T touch hot stoves!
DON'T walk in front of trains or moving trucks!
DON'T go swimming right after a meal!
DON'T step out of a high-flying plane without a parachute!

Weather adds other stop signs:

The baseball game is "rained out."

DON'T go sailing when gale warnings are out!
DON'T drive fast in a fog!

Even astronauts wait until weather gives a "go" sign. It's pointless to rebel against the natural "No's."

Directing Energy:

"No" has never been a popular word. Few people enjoy saying it, and no one enjoys hearing it. Nevertheless, it's one of the most practical and useful words in the English language.

If there were no "stop" signs, there'd be no "go" signs that we could trust. Every "go" sign is a "stop" sign in reverse. It really means, "Go this way. Don't go any of the other ways."

Curbs and limitations are like the secure walls of a channel. With them we can direct our energy toward what we want to do. Without them we waste time and energy, hunting among thousands of ways for one that will work best.

This is the reason that firm discipline gives a feeling of security. It curbs our natural desire for freedom, but we get further with it than without it. It gives the confidence and poise that we need.

The aim of all the outside discipline that we have is to help us develop discipline of our own. It's natural to test some of the limitations to make certain that they're right. It isn't practical to test them all. There are far too many.

As we develop our own discipline, we become free to test whatever rules we choose. Then we abide by those that help us.

Your Stop Signs:

Young people set up many invisible "stop" signs during an average day. They make decisions and give themselves dozens of "No's."

"Should I skip school this afternoon?"
"Oh, no! I'd have to do double assignments tomorrow night."

"Maybe I'll feel more like doing my history assignment if I talk to Sue awhile on the phone."
"Better not. I talked to her an hour last night and never got started on homework."

"If I don't sweep the basement, maybe someone will do it for me."
"No. Mother will think she can't trust me, and that will lead toward trouble."

"A fine fudge sundae would sweeten my life right now, and I just got this week's allowance."
"No. Last week my allowance lasted only two days."

"Gr-r-r! It's time Buster was slapped down."
"Cool off. Start the countdown - ten to one."

"I'll tell Miss Brooks that I had a headache last night and couldn't study."
"No. I earned that zero. I'll take it and smile."

"Sure, I know about good manners, and I save them for special occasions."
"You'll never be smooth that way, boy."

With "No's" like these, we develop our own discipline and get things done right.

Testing Rules:

1. Do you enjoy recreation as much as when it postpones work that must be done?
2. If you had your way, would you stay up till midnight every night?
3. Do you think children need good discipline?
4. Do you think adults no longer need discipline?
5. Do you think rules of good discipline help you?
6. Are you trying to develop useful skills at home and at school?
7. Does it seem important to learn efficient ways of doing things?
8. Do you wish for more freedom than you have?
9. Do you wish for more talents than you have?
10. Do you think that you can develop your talents successfully by using self-discipline?

PANTOMIME - MOODS AND EMOTIONS

#18

Have students pantomime moods and emotions (or feelings): hate, love, grief, friendliness, pain, disinterest, confusion, or others. Pair students and have them take turns mirroring each other's gestures. (If pairs demonstrate, class can try to guess the leader and follower.) Afterwards discuss: What is it that conveys these feelings and shows these moods? The actor's face? Other features? State instances where you have been glad that someone's mood shows. In what other ways do people reveal who they are? Voice? Others? Describe some situations you have encountered where a person reveals what he wants to be or is by something he buys, wears, or by the company he keeps. Is there any truth that some peoples' dogs look like them? Has a clerk or friend ever told you that an article of clothing is really you? What might all these things reveal about a person?

An Optional Enrichment Experience:

Have a plastic surgeon, psychiatrist, or football coach come in and describe the effects of their assistance on their subjects. Prior to visits students should list questions they would like to ask, such as, Can personality or performance be changed? How?

THE MASKING-TAPE GAME

#19

The Masking-Tape Game was borrowed from Periodically, a publication of the American Psychological Association Clearinghouse. (October 27, 1972). The game helps to demonstrate how interaction with others influences our self-concepts. To play the game, make seven labels of masking type, small enough to tape to a student's forehead. The labels should say:

1. Tell me I'm right.
2. Tell me I'm wrong.
3. Praise me.
4. Ridicule me.
5. Ignore me.
6. Listen to me.
7. Respect me.

No individual student should see what his or her label is; he should, however, be able to see the other six clearly. When the labels have been taped to foreheads, assign a debate topic ("Girls should be drafted" or "Eighth grade girls are more grown up than eighth grade boys" are possibilities).

Students should then discuss the topic and try to reach unanimous agreement, either for or against the proposition. The dynamics of discussion are more important than the actual decision. They should continue the discussion until they start to become aware of how their responses to the tape labels on one another's foreheads influence what they say.

Words of warning: (1) Students may forget about their labels at first and may need to be reminded to respond to them. (2)Conversation may stop after the student with the "Ignore Me" label has said something. (3) Topic may not be controversial enough to stimulate disagreement and spirited discussion; if so, assign another topic. (4) Give students labels that are contradictory to their general nature; don't tape "Ignore Me" to the forehead of a student who is often ignored.

Follow-up questions for class discussion:
Can students guess their own labels? On what cues did they base their guesses? To what extent does a person's idea of himself come from the cues he gets from those around him?

A second alternative: If available from a public library or a private collection obtain a recording of the musical South Pacific. Play the song "You've Got to Be Taught." Afterwards discuss the lyrics.

T. What is the message? Is hatred inherited or learned? Can it be unlearned? How? Why not? What causes hatred? (Lack of knowledge, fear, experience.)

RUNAWAYS: WHY DO THEY LEAVE HOME? #20

Running away from home is a drastic step. Why do kids do it? The song by the Beatles says it pretty well. There's a lack of understanding on both sides - parents and child. Problems in communicating. Almost always, a young person runs away to escape from what seems like impossible problems at home, at school, or within themselves.

In the U.S. today, there are some 16 million young people between the ages of 14 and 17. The great majority have never run away and probably never will. Nevertheless, the problem is a serious one. For an estimated half million to one million American teenagers did run away from home last year. (Estimates vary widely because not all runaways are reported to police officials.) The average age of the runaway was 15. More than half were girls.

Debbie, for example, is a 14-year-old whose parents are divorced. She lived with her mother, except for summers. Those she spent with her father, who has remarried. Shuttled back and forth between two sets of parents, Debbie felt as though nobody really wanted her. One night she packed a knapsack, stuffed $20 in her pocket, and left home.

Chris, 15, is a small, spectacled boy from New Jersey. His father drinks, and everyone in the family suffers when he gets drunk. One night his father grabbed a rifle and threatened to kill everyone in the family. Chris ran away - and stayed away.

Patty, a 15-year-old, had become more and more unhappy at home. Her father didn't want her to date older boys. Her mother wouldn't let her wear blue jeans to school. One night when she came home late, her mother slapped her. Patty decided she wouldn't take any more - and left home.

Bill, 14, ran away from home the day after a junior high dance. He came home late, and his mother noticed he was acting strangely. After he fell asleep, she emptied his pockets and found some pills, which she recognized as sedatives. The next morning, she demanded an explanation. Bill ran upstairs, stuffed some clothes into a suitcase, and took off.

Allison's parents are divorced, but she says she had no real problems at home. One night she was babysitting for some neighbors when a friend called up. "We're going to New York City, want to go along?" Allison, 14, agreed, and never came back. She did it, she says, "for kicks."

Debbie, Chris, Patty, Bill and Allison are real persons. Their stories are just a sample of today's runaways.

There is no "typical" runaway. Many come from homes broken by divorce. Or from homes with an alcoholic parent. Some run away to escape parents who physically abuse them. But many runaways come from seemingly healthy homes where no such problems exist.

Running Into Trouble:

Few runaways have any idea of how to get along in the lonely and often dangerous world they find after leaving home. Most take off with just a few dollars in their pockets, which quickly runs out. Too young to get a job legally, they have no way to support themselves.

Police officials say that the overwhelming majority of runaways return home within a few days. Often, a phone call home is enough to patch things up.

The longer the runaway is gone, the more likely he or she is to get into trouble. Runaways often think that they will find friendly people willing to help them out. People who will share their pad, food, hospitality. The sad fact is that cities are filled with people on the lookout for runaways, who want only to take advantage of them. As the Rev. Fred Eckhardt, who works with runaways in New York City, explains:

"Most of these kids have been brought up in fairly nice homes. They think they're running away to a place where nobody tells anybody else what to do, and everybody shares, and life is just a round of rapping with maybe a little panhandling or work thrown in.

"What they find is...that to be accepted they have to experiment with drugs, even heroin. They have to give whatever they have to the boss of the pad, and provide money by whatever means they can - begging, stealing, drug-peddling....."

In most states, leaving home without permission is a crime for anyone under age (which is usually 18). Thus, most runaways are subject to arrest by the police. Usually the police will return the youth to his parents. They have to, by law. But a runaway may have to spend a night in a juvenile center or even adult jail until arrangements can be made.

Police admit that forcing a runaway to return home may not solve any problems. Too often it only postpones problems until a later time. The police say, however, that they have no choice but to return a runaway. (Unless the home is unfit - then the youth may be referred to court for placement in a foster home or juvenile institution.)

Where To Turn?

Because the runaway has broken the law (by leaving home without permission), there are few places he or she can turn to for help. Anyone who helps a youth run away (by giving food, money, a place to stay) may be found guilty of contributing to the delinquency of a minor.

Where can a runaway turn? The Travelers' Aid Society, located near airports, bus depots and train stations, will help runaways contact their parents and return home. Rarely do they have facilities for runaways to stay overnight. The YMCA, YWCA, and YMHA also try to help runaways. But in most cases, they will not allow a youth under 18 to stay overnight.

If the runaway is lucky, he may find a "half-way house," or shelter for runaways. These are run by church groups, private agencies, and by dedicated private persons. These shelters are located in larger cities, in areas where runaways tend to gather.

But half-way houses can provide only temporary shelter for runaways. The best have professional counselors and social workers to help runaways work out solutions to their problems. Almost all houses require runaways to contact their parents. (They can get into trouble with the police if they don't. And since a runaway's problems began at home, finding a solution depends on working out the misunderstanding with parents.)

A recent count showed 71 of these half-way houses in the U.S. Not very many, considering the number of youths who run away from home each year. In '72, such houses were able to take in only 35,000 runaways.

What then, can a young person do when problems at home or school seem overwhelming? Does running away solve any problems? What solutions are there other than running away? We asked these questions of youths and counselors at a half-way house in New York City. For what they had to say read on.....

HOW TO RUN AWAY WITHOUT LEAVING HOME

What can a person do when problems at home or school become too much to take? Running away - particularly these days - is a dangerous step. But is there any other way when your problems seem unbearable? What can you do when it seems that you can no longer cope with the problems facing you at home or school?

We asked this question of Andi Stromberg and other people who work with runaways. Here is what they had to say:

1. Try to communicate directly with your parents.
2. If that fails, talk to someone you can trust at school, or at church.
3. Go to a free counseling clinic in your community, or call up a hotline. More and more communities have such services. Use them - that's what they're there for. Get professional advice from community agencies.
4. Get involved in a community service. A change in your day-to-day routine can do a lot. Young people are needed as volunteers in all kinds of community projects. hospital work, church programs. By getting into such programs, you'll meet new people, gain new experiences, and help other people at the same time.
5. Develop new interests. Many people find that a hobby or special interest can take one's mind off problems.

6. Go visiting. In days gone by, there used to be more family exchanges than there seem to be today. Young people would visit their aunt, uncle, grandfather or grandmother, and the change did everybody good. A school holiday or vacation might be used to visit a relative, or friend that you enjoy being with.
7. Work. Some young people are too busy working to be weighed down by problems. A job might bring a needed change in routine, and give you a bit of financial independence at the same time.
8. Change of scene. Everyone needs to get away now and then. Summer vacation could be the time to go to a camp, on a bicycle or canoe trip, work on a farm.
9. Meet new people. Making new friends might be the best medicine. You will find that other people have problems, too.
10. Some young people actually have a brutal home life, and they should not remain in such a situation. The answer may be a foster or group home. In such cases, the social welfare agency in your community can help.

DINNER TABLE

#21

The following play presents a scene at a more or less typical American dinner table. A point of argument has come up that puts son and daughter against father and mother. The situation will get pretty hot before it simmers down.

Go through the play silently to get an idea of what goes on. Now split up into smaller groups and try reading the play with expression. Notice that no cues - loudly, softly, angrily, etc - have been provided. You must figure out how to read the lines to get the greatest feeling and expression.

But if you do your job well, the spoken version of the play will take on a lot more life than the written version.

FATHER: What's the matter with you two? Don't you like your mother's cooking?

SON: Oh yeah, the food is good. But we have to talk about something.

FATHER: OK, what is it?

SON: Neither one of us wants to go to Vermont this summer.

FATHER: What do you mean you don't want to go to Vermont? You always go to Vermont in the summer.

SON: That's just it. We always go to Vermont in the summer. We've been going to Vermont ever since we can remember. But we're not kids anymore.

MOTHER: But you always loved to go to Vermont. You couldn't wait to get up there.

DAUGHTER: We know that, Mother. We still like Vermont. It's a nice place. But we don't want to go there this summer.

FATHER: Well, are you going to let us in on the big reason why Vermont is suddenly so out of it.

SON: It's not a question of Vermont being out of it. It's a question of having new things to do.

MOTHER: But what could be more fun than seeing your old friends and doing what you've always liked to do?

DAUGHTER: Let's face it - the kids up there are nice but kind of square. When we had the same old 4th of July softball game last year, they thought it was great. It was boring.

FATHER: So now the big woman of the world is too sophisticated for the country bumpkins.

DAUGHTER: Oh, Daddy.

FATHER: Can't even keep her bed made up and now all of a sudden she's ready for the big wide world.

DAUGHTER: Stop picking on me. I've got some rights around here, too.

FATHER: The only right you have in this house is to do what you're told. And you'd better wise up about that pretty fast, young lady!

DAUGHTER: Mother!

MOTHER: Well, I'd like to know what is so important that it makes you both want to split up the family.

DAUGHTER: I just want to stay down here where the kids are more fun and there's more going on. Sally Houston's folks have an extra room, and she's going to see if I can stay there.

FATHER: Oh, Sally Houston. The one whose big brother got nailed for pushing drugs. So your big summer project is to stay down here and blow your brains out.

SON: Come on, Dad, you know that's not fair. Sally happens to be a pretty nice girl. Besides, you can't blame her for what her brother did.

FATHER: Don't tell me who's to blame, young man. I've heard some things about the group that Sally Houston runs around with.

DAUGHTER: Sally Houston happens to be a friend of mine, and she's a lot more fun than those dumb kids in Vermont.

MOTHER: That's a fine thing to say.

DAUGHTER: Well, why should I have to sit here and listen to my friends being insulted?

FATHER: There's no reason at all why you should sit here, young lady, and I want you to go to your room. And while you're up there, see if you can get this straight in your mind. You're not going to be with any Sally Houston this summer, and you are going up to Vermont with us.

DAUGHTER: (jumping from table and rushing out): I hate you. I wouldn't go to Vermont with you if you were the last father on earth.

(silent pause)

MOTHER: What's gotten into the children these days?

FATHER: I don't know, but I'll be damned if I'm going to let my kids tell me how to run my house.

SON: Dad.

FATHER: What?

SON: There's still me.

FATHER: What about you?

SON: I don't want to go to Vermont this summer.

FATHER: Did you hear that? I just got through saying that we're all going to Vermont and here you are bringing it up again.

MOTHER: Seeing the way everyone feels, I don't think this is a good time to talk about it.

SON: But we have to talk about it now. This has to be settled.

MOTHER: Well, I just don't see what could be so important that it makes you two upset everything.

SON: I can't defend Mary's plan, but mine involves a lot more than just having a good time.

(brief silence)

SON: Look, if I go to Vermont this summer, it will mean doing the same old things.

FATHER: So what's wrong with that?

SON: There's nothing really wrong with it, but it isn't what I need to do just now.

FATHER: Which is?

SON: Which is to see something more of life and so something that means more than a softball game.

FATHER: I suppose we're not good enough for you anymore.

SON: Come on, Dad, you know better than that. I've just reached a time when I have to try something new.

MOTHER: What would that be?

FATHER: Yeah, just what is this big adventure that the big man of the world has mapped out for himself?

SON: Jim Morris told me about a sort of commune and work camp his uncle is going to run this summer. It's in a mining region in Pennsylvania that's been dug out and left in a mess. All the people who go there will work on reclamation projects.

FATHER: Now I've heard everything. You could be swimming and boating and enjoying all the things your mother and I have worked so hard to get for you - and you want to mess around in a mine.

SON: It's not messing around in a mine. It's doing something to get this country fixed up before it falls to pieces.

FATHER: So now you're saving the nation?

SON: No, I'm just trying to do something that will help out.

MOTHER: That doesn't sound like such a bad idea. But I think we should know more about the general setup.

FATHER: What's going on here? Now everyone's ganging up on me.

SON: No one's trying to gang up on anybody else. I'm older now. I've been doing those others things in Vermont ever since I can remember. My generation faces a problem that yours never did, and somebody's got to do something.

FATHER: It still seems crazy to me. Trading all that fun for all that work.

SON: It won't be all work. There will be about 50 of us. A pretty good bunch. You don't have to worry about our having a good time.

FATHER: On pot and heroin.

SON: No, not on pot and heroin. They've already made it clear that anyone who gets caught with drugs gets bounced.

MOTHER: There's still a lot more about this project we should know.

SON: Yeah, I know. Jim's uncle is going to write a letter giving all the details.

MOTHER: All right. We'll be glad to read it.

FATHER: All I can say is - being a parent these days is like being a snake pit keeper in a zoo. You provide the food and shelter and all they want to do is bite.

All right, you've used this play for work in oral communication. But the play also reveals some things about communication in personal relations. Think about some of the questions below and you should see what we mean.

1. Rank the four speakers in order of willingness to be reasonable.
2. The second time the daughter speaks, she calls the July 4 softball game boring. What is her father's reaction? Why do you think he reacts as he does?
3. Who has the stronger case for not wanting to go to Vermont, the son or the daughter?
4. After the daughter leaves, father and son keep talking. Can you find three times when the father invites a sarcastic response from the son?
5. Does the son respond sarcastically?
6. What role does the mother play as father and son talk? How does the son help her?
7. Who has communicated more successfully, the son or the daughter? What has made the difference?

PERSONAL DATA SHEET

#22

Please circle the letter of the appropriate answer.

1. Are you: (A) Male (B) Female

2. How old were you on your last birthday?

   (A) 12 (B) 13 (C) 14 (D) 15 (E) 16 (F) 17

3. Where have you spent most of your life?

   (A) In this city, town, or county.
   (B) In this state but outside this city, town or country.
   (C) In another state in the U.S.
   (D) In another country outside the U.S.

4. In what type of community have you spent most of your life? (Give your best estimate if you are not sure.)

   (A) In the open country or in a farming community.
   (B) In a small town (less than 10,000 people) that was not a suburb.
   (C) Inside a medium sized city (10,000 to 100,000 people).
   (D) In a suburb of a medium sized city.
   (E) Inside a city of more than 100,000 people.
   (F) In a suburb of a large city.

5. How many people live in your home, including yourself, parents, brothers, sisters, relatives, and others who live with you?

   (A) 2 (B) 3 (C) 4 (D) 5 (E) 6 (F) 7 (G) 8 (H) 9 or more.

6. How many brothers do you have who are older than you are? Include stepbrothers and half brothers, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more.

7. How many sisters do you have who are older than you are? Include stepsisters and half sisters, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more.

8. How many brothers do you have who are younger than you are? Include stepbrothers and half brothers, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more.

9. How many sisters do you have who are younger than you are? Include stepsisters and half sisters, if any.

   (A) None (B) 1 (C) 2 (D) 3 (E) 4 (F) 5 or more.

10. How many of your older brothers and sisters left high school before finishing?

(A) Have no older brothers or sisters.
(B) None.
(C) 1
(D) 2
(E) 3
(F) 4
(G) 5 or more.

11. Does anyone in your home speak a language other than English most of the time?

(A) No.
(B) If yes, what language______________________________?

12. Do you speak a language other than English outside of school?

(A) Yes, frequently.
(B) Yes, occasionally
(C) Yes, rarely.
(D) No.

13. Who is now acting as your father? If you are adopted, consider your adoptive father as your real father.

(A) My real father, who is living at home.
(B) My real father, who is not living at home.
(C) My stepfather.
(D) My foster father.
(E) My grandfather.
(F) Another relative (uncle, etc.).
(G) Another adult.
(H) No one.

14. Who is now acting as your mother? If you are adopted, consider your adoptive mother as your real mother.

(A) My real mother, who is living at home.
(B) My real mother, who is not living at home.
(C) My stepmother.
(D) My foster mother.
(E) My grandmother.
(F) Another relative, (aunt, etc.).
(G) Another adult.
(H) No one.

Please answer all questions about your parents in terms of your answers to questions 13 and 14. In situations where no one is now acting as mother or father, answer questions about your parents in terms of your real father and mother whether they are living or dead.

15. What work does your father do? You probably will not find his exact job listed, but circle the one that comes closest. If he is now out of work or if he's retired, mark the one that he usually did. Mark only his main job, if he works on more than one.

    (A) Technical - such as draftsman, surveyor, medical or dental technician, etc.

    (B) Official - such as manufacturer, officer in a large company, banker, government official or inspector, etc.

    (C) Manager - such as sales manager, store manager, office manager, factory supervisor, etc.

    (D) Semi-skilled Worker - such as factory machine operator, bus or cab driver, meat cutter, etc.

    (E) Clerical Worker - such as bankteller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.

    (F) Service Worker - such as barber, waiter, etc.

    (G) Protective Worker - such as policeman, detective, sheriff, fireman, etc.

    (H) Salesman - such as real estate or insurance.

    (I) Farm or ranch manager or owner.

    (J) Farm worker on one or more than one farm.

    (K) Workman or Laborer - such as factory or mine worker, fisherman, filling station attendant, longshoreman, etc.

    (L) Professional - such as accountant, artist, clergyman, dentist, doctor, engineer, lawyer, librarian, scientist, teacher, social worker, etc.

    (M) Skilled Worker or Workman - such as baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine, etc.

    (N) Don't know.

16. How far in school did your father go?

    (A) None, or some grade school.
    (B) Completed grade school.
    (C) Some high school, but did not graduate.
    (D) Graduated from high school.
    (E) Technical or business school after high school.
    (F) Some college, but less than four years.
    (G) Graduated from a 4-year college.
    (H) Attended graduate or professional school.
    (I) Don't know.

17. How far in school did your mother go?

(A) None, or some grade school.
(B) Completed grade school.
(C) Some high school, but did not graduate.
(D) Graduated from high school.
(E) Technical, nursing, or business school after high school.
(F) Some college but less than four years.
(G) Graduated from a 4-year college.
(H) Attended graduate or professional school.
(I) Don't know.

18. Does your mother have a job outside your home?

(A) Yes, full-time.
(B) Yes, part-time.
(C) No.

19. If you checked (A) or (B) on number 18, tell the type of work your mother does. Refer to number 15 for description if necessary.

(A) Technical.

(B) Official.

(C) Manager.

(D) Semi-skilled worker.

(E) Clerical Worker.

(F) Service Worker.

(G) Protective Worker.

(H) Salesman.

(I) Farm or ranch manager or owner.

(J) Farm Worker.

(K) Workman or Laborer.

(L) Professional.

(M) Skilled Worker.

(N) Don't know.

The items listed below are things your family may have. Mark (A) if your family has it. Mark (B) if your family does not have it.

20. Telephone

(A) Yes
(B) No

21. Dictionary

(A) Yes
(B) No

22, Encyclopedia

(A) Yes
(B) No

23. Daily Newspaper

(A) Yes
(B) No

24. How often do you go to a public library or bookmobile (not your school library)?

(A) Once a week or more.
(B) 2 or 3 times a month.
(C) Once a month or less.
(D) Never

25. How many magazines do you and your family get regularly at home?

(A) None
(B) 1 or 2
(C) 3 or 4
(D) 5 or more.

26. How many books are in your home?

(A) None or very few (0 to 9).
(B) A few (10 to 24).
(C) One bookcase full (25 to 99).
(D) Two bookcases full (100 to 249).
(E) Three or more bookcases full (250 or more).

27. Did you go to kindergarten before you started the first grade?

(A) Yes (B) No (C) Don't remember

28. Did you go to nursery school before you went to kindergarten?

(A) Yes (B) No (C) Don't remember

Personal Data Sheet, cont.

29. About how many times have you changed schools since you started the first grade (not counting promotions from one school to another)?

    (A) Never
    (B) Once
    (C) Twice
    (D) Three times
    (E) Four times or more

30. When was the last time you changed schools (not counting promotions from one school to another)?

    (A) I have not changed schools.
    (B) Less than a year ago.
    (C) About one year ago.
    (D) About two years ago.
    (E) About three years ago.
    (F) About four years ago.
    (G) About five or more years ago.

31. How far do you want to go in school?

    (A) I do not want to finish high school.
    (B) I want to finish high school only.
    (C) I want to go to technical, nursing, or business school after high school.
    (D) Some college training, but less than four years.
    (E) I want to graduate from a 4-year college.
    (F) I want to do professional or graduate work after I finish college.

32. Are you planning to go to college (junior or four-year college)?

    (A) Definitely yes.
    (B) Probably yes.
    (C) Probably not.
    (D) Definitely not.

33. How many books did you read (not including those required for school) over the past summer? Do not count magazines or comic books.

    (A) None
    (B) 1 to 5.
    (C) 6 to 10.
    (D) 11 to 15.
    (E) 16 to 20.
    (F) 21 or more.

Personal Data Sheet, cont.

34. On an average school day, how much time do you spend watching TV outside of school?

(A) None or almost none.
(B) About ½ hour a day.
(C) About 1 hour a day.
(D) About 1½ hours a day.
(E) About 2 hours a day.
(F) About 3 hours a day.
(G) 4 or more hours a day.

35. If something happened and you had to stop school now, how would you feel?

(A) Very happy - I'd like to quit.
(B) I wouldn't care one way or the other.
(C) I would be disappointed.
(D) I'd try hard to continue.
(E) I would do almost anything to stay in school.

36. How good a student do you want to be in school?

(A) One of the best students in my class.
(B) Above the middle of the class.
(C) In the middle of my class.
(D) Just good enough to get by.
(E) I don't care.

37. On an average school day, how much time do you spend studying outside of school?

(A) None or almost none.
(B) About ½ hour a day.
(C) About 1 hour a day.
(D) About. 1½ hours a day.
(E) About 2 hours a day.
(F) About 3 hours a day.
(G) 4 or more hours a day.

38. About how many days were you absent from school last year?

(A) None
(B) 1 or 2 days.
(C) 3 to 6 days.
(D) 7 to 15 days.
(E) 16 or more days.

39. During the last school year, did you ever stay away from school just because you didn't want to come?

(A) No
(B) Yes, for 1 or 2 days.
(C) Yes, for 3 to 6 days.
(D) Yes, for 7 to 15 days.
(E) Yes, for 16 or more days.

40. Were you on any school athletic team last year as a player or manager?
   (A) Yes
   (B) No
   (C) We didn't have any athletic teams in my school.

41. How bright do you think you are in comparison with the other students in your grade?
   (A) Among the brightest.
   (B) Above average.
   (C) Average
   (D) Below average.
   (E) Among the lowest.

42. How do you and your friends rate socially in this school?
   (A) At the top.
   (B) Near the top.
   (C) About the middle.
   (D) Near the bottom.

43. Do you feel that you can get to see a guidance counselor when you want to or need to?
   (A) Yes.
   (B) No.
   (C) We have no guidance counselor.

44. How many times did you talk to a guidance counselor last year?
   (A) Never
   (B) Once
   (C) Two or three times.
   (D) Four or five times.
   (E) Six or more times.
   (F) We had no guidance counselor.

SOCIAL BEHAVIOR TREND INDEX
(Form A)

#23

Date.......... Grade......
School.......... Age......
Describer.................

Last Name First Name

INSTRUCTIONS: - Think carefully of the student's behavior in group situations and check each behavior trend according to its degree of descriptiveness.

	Descriptive of the Student			
Behavior Trends	Markedly (+3)	Somewhat (+2)	Only Slightly (+1)	Not At Al (0)
1. Enters heartily and with enjoyment into the spirit of social intercourse				
2. Frank; talkative and sociable, does not stand on ceremony				
3. Self-confident and self-reliant, tends to take success for granted, strong initiative, prefers to lead				
4. Quick and decisive in movement, pronounced or excessive energy output				
5. Prefers group activities, work or play; not easily satisfied with individual projects				
6. Adaptable to new situations, makes adjustment readily, welcomes change				
7. Is self-composed, seldom shows signs of embarrassment				
8. Tends to elation of spirits, seldom gloomy or moody				
9. Seeks a broad range of friendships, not selective or exclusive in games and the like				
10. Hearty and cordial, even to strangers, forms acquaintanceships very easily				

Ref: Fourth Edition APPLICATION OF MEASUREMENT To Health & Physical Education

SOCIAL BEHAVIOR TREND INDEX
(Form B)

#23

Date.......... Grade........
School.......... Age........
Describer..................

Last Name First Name

INSTRUCTIONS: - Think carefully of the student's behavior in a group situation and check each behavior trend according to its degree of descriptiveness.

	Descriptive of the Student			
Behavior Trends	Markedly (-3)	Somewhat (-2)	Only Slightly (-1)	Not At All (-0)
1. Somewhat prudish, awkward, easily embarrassed in his social contacts				
2. Secretive, seclusive, not inclined to talk unless spoken to				
3. Lacking in self-confidence and initiative, a follower				
4. Slow in movement, deliberative or perhaps indecisive. Energy output moderate or deficient				
5. Prefers to work and play alone, tends to avoid group activities				
6. Shrinks from making new adjustments, prefers the habitual to the stress of reorganization required by the new				
7. Is self-conscious, easily embarrassed, timid or "bashful"				
8. Tends to depression, frequently gloomy or moody				
9. Shows preference for a narrow range of intimate friends and tends to exclude others from his association				
10. Reserved and distant except to intimate friends, does not form acquaintanceships readily				

Ref: Fourth Edition APPLICATION OF MEASUREMENT To Health & Physical Education

OUTCOMES OF SPORTS: AN EVALUATION CHECK-SHEET #24

To What Extent Did I Learn:	(5) A Very Great Deal	(4) A Great Deal	(3) Somewhat	(2) Very Little	(1) Not At All
1. To sacrifice my own personal "whims" or desires for the good of the group or team?					
2. To test myself - to see if I could "take it," endure hardship and "keep trying" to do my best even under adversity?					
3. To overcome awkwardness and self-consciousness?					
4. To recognize that the group can achieve where the individual alone cannot?					
5. That each team member has a unique or special contribution to make in the position he plays?					
6. To share difficult undertakings with my "buddies" (teammates) because of struggling together for a goal?					
7. To respect the skill and ability of my opponents and be tolerant of their success?					
8. To make friendships with boys from other schools and to maintain good guest-host relationships in inter-school games?					
9. To feel that the school team helped break up "cliques" and factions in the school by developing common loyalty and community of interests?					
0. To consider and practice correct health and training routine such as proper eating, sleeping, avoidance of tobacco, etc?					
1. To "take turns" and to "share"?					
2. To develop physical strength, endurance and a better looking body?					
3. To be loyal and not "let my buddy, the coach, team, or school down"?					
4. To give more than I get - not for myself but for an ideal of for one's school, town, or country?					
5. To develop a sense of humor and even to be able to laugh at myself occasionally?					
6. To think and act "on the spot" in the heat of a game?					
7. To understand the strategy - the "why" of the best methods of attack and defense in games?					

Outcomes of Sports: An Evaluation Check-Sheet, cont.

To What Extent Did I Learn:	(5) A Very Great Deal	(4) A Great Deal	(3) Somewhat	(2) Very Little
18. To understand and appreciate the possibilities and limitations of the human body with respect to skill, endurance, and quickness of reactions?				
19. That in sports there is no discrimination against talent? It is performance and conduct and not the color of one's skin or social standing that matters?				
20. That nothing worthwhile is accomplished without hard work, application and the "will to succeed"?				

PERSONAL DISTANCE BALLOT

#25

What To Do:	I would be willing to accept him:						
If you had full power to treat each student on this list as you feel, just how would you consider him? How near would you like to have him to your family?	Into my family as a brother	As a very close "pal" or "chum"	As a member of my "gang" or club	On my street as a "next-door" neighbor	Into my class at school	Into my school	Int my ci
Check each student in one column as to your feeling toward him. Circle your own name.	1	2	3	4	5	6	7
1.							
2.							
3.							
4. etc.							

Ref: Fourth Edition APPLICATION OF MEASUREMENT To Health & Physical Education

BEHAVIOR RATING SCALE

Name............................ Grade............Age............ Date.......

School:........................... Name of Rater:......................

Personal Information	Frequency of Observation No Opportunity to Observe	Never	Seldom	Fairly Often	Frequently	Extremely Often	Score
Leadership							
1. Popular with classmates........................							
2. Seeks responsibility in the classroom..........							
3. Shows intellectual leadership in the classroom.							
Positive Active Qualities							
4. Quits on tasks requiring perseverance..........							
5. Exhibits aggressiveness in his relationship with others................................							
6. Shows initiative in assuming responsibility in unfamiliar situations..................							
7. Is alert to new opportunities..................							
Positive Mental Qualities							
8. Shows keenness of mind.........................							
9. Volunteers ideas...............................							
Self-Control							
10. Grumbles over decisions of classmates..........							
11. Takes a justified criticism by teacher or classmate without showing anger or pouting..........							
Co-operation							
12. Is loyal to his group..........................							
13. Discharges his group responsibilities well.....							
14. Is co-operative in his attitude toward his teacher...................................							
Social Action Standards							
15. Makes loud-mouthed criticism and comments......							
16. Respects the rights of others.................							
Ethical Social Qualities							
17. Cheats...							
18. Is truthful....................................							
Qualities of Efficiency							
19. Seems satisfied to "get by" with tasks assigned...................................							
20. Is dependable and trustworthy..................							
21. Has good study habits..........................							
Sociability							
22. Is liked by others.............................							
23. Makes a friendly approach to others in the group...................................							
24. Is friendly....................................							

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#27

SELF-PICTURE CHECKLIST

Place An "X" In the Column Which Best Describes You:

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show - off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even - tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open - minded				
24. Unreasonable				
25. Demanding				
26. Loyal				
27. Intelligent				

GIVE YOURSELF A PERSONAL INVENTORY

#28

PERSONAL DATA SHEET Of ....
First Name Initial Last Name

1. HOME: My address is ...., ...
Street City

I was born .... in ...., ...
Month Day Year City State

I have ..... brothers and ..... sisters older than I. I have ...... brothers and .... sisters younger than I.

Since I was born, my family has lived in ...... different towns in ..... different states.

My father's profession is .... My mother: .... works, and her occupation is ....; ...... does not work.

2. SCHOOL: I am now in grade .... I am taking the .... course in school. I expect to graduate in ...., ...
Month Year

In general, my marks are: .....excellent; .....above average;....Average .....below average.

My favorite subjects are............., ...and.............

The subjects I like least are ...., ...and.............

3. LIFE: After I graduate, I plan to:

......Continue Education. I hope to attend........................
School or College
and major in.............................
Subject

......Get A Job. I hope to work for............... as a ....
Firm Occupation

......Be A Housewife.......I expect to hold a job, too..............

......I do not plan to hold a job.

I prefer to work: .....Outdoors; ......Indoors; With.....people, ... machines, ...in Clerical Work . My big ambition in life is to become a .... and live in ...., ...
Occupation City State

Personal Inventory, cont.

4. ACTIVITIES: My favorite activities are:

...... Sports. I participate in..............., and ....

and ....

.......Reading. My favorite authors are ...., and ....

and ....

...... Clubs. I belong to ...., and ....

and ....

...... Music. I play the ...., and the .... I am a

member of the school .... Band;

...... Orchestra; ...... Glee Club. My other music activities include

....

...... Handicrafts. I make.... ......, ..., and ....

...... Homemaking (cooking, sewing, etc.) I enjoy..................

and ....

...... Do-It-Yourself Projects. I make or repair ...., and.....

My other do-it-yourself activities include ....

...... Dancing. I go to dances about ....times a month.

.....Others. These include ....

My favorite hobbies are..............., ..., and ....

I hold leadership positions in:

	ACTIVITY	POSITION
SCHOOL		
ELSEWHERE		

5. OCCUPATIONS: In your own experience, you have, no doubt, gained knowledge of several vocations which especially appeal to you. List the three which appeal to you most, in the order of preference, in these blanks:

(1) .... First Choice
(2) .... Second Choice
(3) .... Third Choice

6. PROBLEMS: Check the problems listed below which cause you greatest concern. At the end of the list, put down other problems which also cause you concern.

.... Arguments at home
.... Clothes
.... Complexion
.... Finding work
.... Getting along with people
.... Grooming
.... Health
.... How to study
.... Insomnia
.... Interest in books
.... Lack of freedom
.... Making friends
.... Manners

.... Money
.... Overweight
.... Posture
.... Putting things off
.... Selfishness
.... Shyness
.... Speech
.... Talking before groups
.... Teeth
.... Tests
.... Too short
.... Too tall
.... Underweight

Other Problems:......................, ...,
................................, ...

7. SUMMARY: Using the data given on these three pages, evaluate your good points and weak points as illustrated by your personal traits, special abilities, and work habits. To strengthen your weak points, read and make use of the suggestions which follow in Look At Yourself.

PERSONAL TRAITS

Good Points — Weak Points

SPECIAL ABILITIES

Good Points — Weak Points

METHODS OF WORKING

Good Points — Weak Points

#29

RATE YOURSELF

Rate yourself from 1-10 on each item below. (10 is highest, 1 is lowest.) Fill in your rating number in the blanks for each item.

My ability in making good decisions is _____.

My rating of myself as a friend is _____.

In terms of how I get along with other people in general, my rating would be _____.

I would say my physical looks would rate about a _____.

My physical coordination rates a _____.

I think my intelligence rating would be at _____.

When I think about how many interests I have in comparison to other people my age I think I rate a _____.

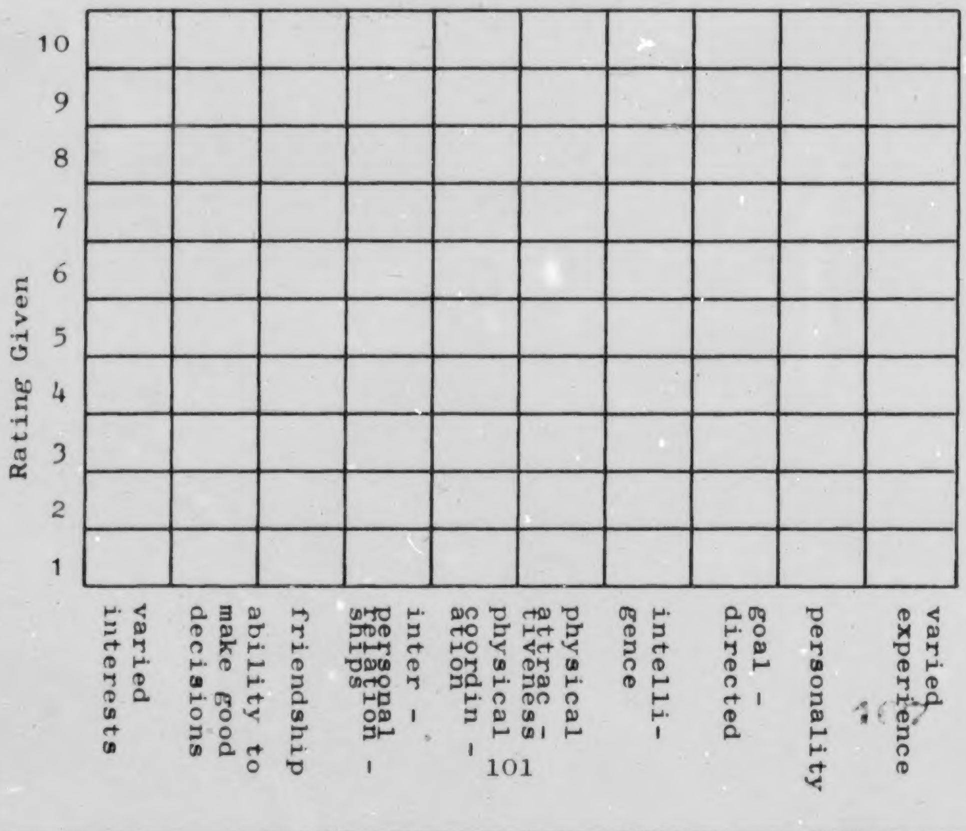
How often I set up my everyday life in terms of goals rates a _____.

My overall personality rates a _____.

In terms of having had many different experiences in my life so far, I would rate a _____.

Use your ratings to make the graph below:

Your Personal Graph



HOW DO YOU MEASURE UP?

#30

Check the Statements Below That Are True For You:

_____ I am a person who takes a long time to make a decision because I have to consider everything before I make a decision.

_____ I often find that I want to change my mind after a decision is made because I did not look at the whole situation.

_____ I can make good quick decisions.

_____ I am often in conflict with other people.

_____ I believe argument is bad. Everyone should think as they wish.

_____ I usually plan ahead. I rarely get caught unprepared for anything.

_____ When it comes to work, I put it off as long as I can.

_____ Sometimes I like to do things just for my own good feelings even though other people may or may not be impressed.

_____ I have some ideas of what kind of a job I want as an adult.

_____ I have some ideas of jobs I definitely do not want as an adult.

_____ Once I know what I want I will work hard to get it.

_____ No matter who the person is if he or she tries to get me to do something I do not believe is right, I will not be swayed.

_____ Sometimes I do things I believe are wrong because others talk me into it.

_____ People cannot change their lives much even if they want to.

_____ Very few people know what I am really like as a person.

_____ I prefer being with a small group of people rather than a large one.

_____ There are not many people that I really like.

_____ There are not many people who really like me.

_____ Most people are smarter than I am.

_____ I am average or better than average looking.

_____ Most people like me.

_____ I often do not think about others' feelings when I speak and act.

_____ I get along well with adults.

_____ I am courteous most of the time.

_____ People can trust me.

_____ If I tell someone I will do something I will do it.

_____ I am likely to tell people what they want to hear rather than what I really think.

_____ I like the kids in my crowd but I don't want much to do with anyone else.

_____ I would like to be a lot different from the person I am.

_____ I like myself the way I am.

_____ I make a good friend.

_____ I have a knowledge of lots of things because I have seen many different things.

_____ My height bothers me.

_____ I am smarter than most people.

_____ I have traveled out of the Pacific Northwest.

_____ I have traveled in a foreign country besides Canada.

_____ I speak or am studying a foreign language.

_____ My family has not moved more than twice since I started the first grade.

_____ I have at least one hobby or activity that I do frequently in my spare time.

_____ Sports do not interest me.

_____ I like to watch sports but not play them.

_____ My weight bothers me.

_____ I can do most of the things we do in P.E. at least fairly well.

_____ Even though I am not good in P.E. I am willing to try.

_____ I can never find anything to do at home.

_____ The only thing I ever do for fun is hang around with friends.

#31

SELF EVALUATION

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.		Very Well	Well	Fair	Exp.
English and Language					Student Government				
Social Studies					Name Other Activities				
Science									
Mathematics					Mechanical Work				
Music, Art & Literature					Office Jobs				
					Selling Jobs				
Sports					Manual Labor				

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	No Basis		Very Much	Some	Very Little	No Basis
Science					Serving People				
Mathematics					Persuading People				
Music, Art & Literature					Planning and Organizing				

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.		Very Good	Good	Fair	No Exp.
Forming Mental Pictures					Reading and Writing				
Sizing Up a Situation Quickly					Solving Problems By Reasoning				
Using Figures & Symbols					Speed & Accuracy In Assembling				
Speaking Before Groups					Drawing and Painting				

MY PERSONALITY

I Believe That I Am:	Yes	No		Yes	No
Well liked by most people			One who treats others so their feelings are not hurt		
Regarded as a "sales" type					
Able to accept criticism and benefit by it			Bothered by fears that I won't succeed.		
Able to tackle tough problems and succeed			One who does things well and promptly even if I don't like to do them		

SELF-EVALUATION (CONTINUED)

MY VALUES

How important to me is:	Very	Some	Little	I Don't Know		Very	Some	Little	I Don't Know
Money					Holding Offices				
Security					Personal Appearance				
Home Life					Maintaining Standards of Personal Conduct				
Service To Others									

MY PHYSICAL ASSETS OR LIMITATIONS

I should consider the following physical assets or limitations when selecting a vocation:

#32

SELF-ANALYSIS TEST

Self-Analysis rating scale
Score each statement in the scale as follows:

4 points - - (always) - - excellent
3 points - - (usually) - - good
2 points - - (sometimes) - - fair
1 point - - (rarely or never) - - poor

1. I am intelligent. I grasp instructions quickly and accurately. I comprehend directions instantly. ____

2. I possess initiative. I attempt work beyond that required. I volunteer contributions to class or school activity. I am a leader in extracurricular affairs. ____

3. I am dependable. I am reliable at all times; I do routine duties without being told; I am on hand when I am needed. I am reticent about confidential matters entrusted to me. ____

4. I am punctual. I complete assignments on time and keep appointments on time. ____

5. I am obedient. I observe the rules of my school, of my employer, and of my community. ____

6. I cooperate with others. I work harmoniously in group activities. I consider the interest of the group of paramount importance. ____

7. I possess good judgment. I have good common sense. I distinguish the important from the unimportant in class work. I consider all phases of a situation before deciding on a course of conduct. Others ask my opinions and advise. ____

8. I am tactful. I say and do the right thing when dealing with others. I never give offense to others. ____

9. I am neat and clean. My person and attire are neat and clean. I keep my surroundings for which I am responsible neat and clean. ____

10. I display good taste in attire. My grooming is in the best of taste. ____

11. I have habits of good posture. When I walk, sit or stand, I create a favorable impression because of my body postures. ____

12. I speak well. The words I speak and my enunciation create a favorable impression ____

SELF-ANALYSIS TEST (CONTINUED)

13. I show consideration for others. In making decisions, I am mindful of the effect my future conduct will have on others. ______

14. I am well-mannered. I show a refinement of manner and a natural grace in my contact with others. ______

15. I am healthy. I am practically never ill. ______

16. I have tireless energy. Even after a day's work, my energy is not exhausted. ______

17. I am accurate. I get information correctly. I keep records properly in order. ______

18. I am speedy. I lose no time in doing my work. I get my work done quickly. ______

19. I am honest. I do not tell falsehoods. I do not steal money, time, supplies or ideas. ______

20. I am adaptable. I turn from one task to another. I am not confused by changes. I adjust myself to people, places, and things. ______

21. I have a good memory. I remember the names of persons, telephone numbers, addresses. I remember facts and incidents that have a bearing on a question of the moment. ______

22. I am industrious. I am happy when I am busy. I find work to do at all times. ______

23. I am loyal. I feel strongly the ties that bind me to ideals, institutions, and to people, both those who depend upon me and those upon whom I depend. ______

24. I have executive ability. I plan work with system and with efficiency, and I assign tasks to others with understanding. I manage people, and they like to work for me. ______

25. I have business-like attitudes. I realize the importance of the work to be done. I am not a "clock-watcher." I realize the value of time and the importance of giving a day's work for a day's pay. ______

TOTAL SCORE ________

PERSONALITY ASSESSMENT

#33

The purpose of this assessment is to help you find out more about yourself and not to spot your defects. Fill in the blanks as best you can and as honestly as you can.

YOU .....

A. In Social Situations:

1. Which types of people do you have trouble talking to?

___ Someone you just met

___ Your teacher

___ An important person

___ Strangers

___ Other: ______________________________

___ Older people

___ Your classmates

___ Someone of the other sex

___ Someone of your sex

2. When you lose a game, what do you do?

___ Cry or otherwise show your disappointment

___ Congratulate the winner

___ Blame the official

___ Other: __________

3. If you win a game, what do you do?

___ Brag about your performance

___ Tease the loser

___ Console the loser

___ Other: __________

4. Do you feel it is essential to have plenty of money in order to have a good time? Explain your answer: ______________

____

5. What types of people do you have difficulty getting along with?

___ Bossy

___ Talkative

___ Quiet

___ Successful

___ Intellectual

___ Party-minded

___ Silly

___ Sarcastic

___ Other: ______

6. Do you know how to indroduce people properly? ______________

7. Do you think it is very important to be a good mixer? ________

Why or why not? ____

Personality Assessment, cont.

B. In Clubs and Other Organizations:

1. What school clubs or community organizations (Scouts, 4-H, Church groups, etc.) do you belong to? ____________________________

____

2. To what offices have you been elected? ____________________

3. On what committees have you served? ______________________

____

4. In what projects or activities have you been involved? ________

____

5. How would you feel if a friend of yours were elected class president

___ Happy for the friend   ___ Envious of the friend's election

___ Sorry for yourself   ___ Determined to beat him next time

___ Other: ________

6. When you have to make a decision, what do you do?

___ Seek the advice of others first   ___ Change your mind several times

___ Make up your own mind about what to do   ___ Other: ____________

7. Has anyone ever said that you don't cooperate with the group very well? Explain the circumstances: ________________

____

C. With Your Friends:

1. How many close boyfriends do you have? ________________

2. How many close girlfriends do you have? ________________

3. When people play a joke on you, what do you do?

___ Get angry   ___ Plan to play a joke on them

___ Laugh with them   ___ Other: ______________

4. When you hear gossip about a friend, what do you do?

___ Repeat the gossip to someone else   ___ Refuse to pass the gossip on

___ Repeat the gossip to the person involved   ___ Other: ______________

5. Do you like to argue?

___ No
___ Sometimes
___ Yes

D. Working With Other People:

1. When you have a job to do, which do you prefer to do?

___ Work alone
___ Have others working nearby
___ Receive help or advice from others
___ Do the job with someone else

2. When an activity is being planned at school or in a club, what do you usually do?

___ Volunteer to take charge
___ Hope no one asks you to help
___ Offer to help out
___ Offer ideas, but neglect to follow through

3. When someone does a better job than you, what do you do?

___ Compliment the other person
___ Find fault with the other person
___ Offer excuses for your performance
___ Try harder next time

4. If someone tries to show you how to do something, what do you do?

___ Get annoyed
___ Listen carefully
___ Other: ______

5. How do you usually get along with your teachers at school?

___ Very well
___ Well
___ Fairly well
___ Not very well

E. Yourself:

1. If a friend criticized a story that you had written, how would you react?

___ Get angry
___ Accept the criticism for what it's worth
___ Criticize the friend's work
___ Other: ____________________

2. Do you feel that a brother or sister is favored over you at home?

___ Yes
___ Sometimes
___ No
___ Doesn't apply

3. A girl you know refused to skip class with the rest of the group. What would you think about it?

___ Admire the girs's courage

___ Laugh at the girl for being so weak

___ Condemn the girl for trying to impress the teachers

___ Get angry because the girl wouldn't follow the crowd

4. Are you ever critical of others because their religious beliefs differ from yours? _____ Explain your answer: ________________

5. How is your personal appearance?

___ Usually neat and clean

___ About as good as your friend's

___ Sometimes sloppy

___ Other: ________________

6. What kind of person do you think you are?

___ Pleasant and friendly

___ Easy to get along with

___ Rather selfish

___ Sometimes friendly; sometimes not

___ Hard to get along with

___ Other: ________________

MANNERS AND GROOMING

A. How Do You Look To Others?

1. Are your clothes usually clean?	Yes	No
2. Do you usually keep your hair clean and neatly combed?	Yes	No
3. Do you have good posture?	Yes	No
4. Do you usually wear a smile?	Yes	No
5. Do you usually look ahead rather than down?	Yes	No
6. Do you keep your teeth clean?	Yes	No
7. Do you usually have your shoes shined and in good repair?	Yes	No
8. Do you try to keep your body free of offensive odors?	Yes	No
9. Do you ever overdress, that is, wear conspicuous clothes just for show?	Yes	No

Personality Assessment, cont.

B. How Do You Act With Others?

1. Do you do things for others without expecting them to do a return favor? Yes No
2. Do you usually remember the names of persons to whom you are introduced? Yes No
3. Do you try to keep out of other people's affairs? Yes No
4. Do you try to observe the rules of etiquette? Yes No
5. Do you ever try deliberately to embarrass others? Yes No
6. Do you show proper respect for older people? Yes No
7. Do you try to understand other's points of view? Yes No

SIX WAYS TO IMPROVE YOUR PERSONALITY

School is one good place to develop a winning personality - the personal and social traits which make friends. Now, while your behavior habits are being formed, is the time to develop the qualities of social maturity and to acquire a knack for good human relations.

Your personality is you - the sum total of all the things you are. It is a complex of your attitudes, beliefs, education, appearance, and strengths and weaknesses. Fortunately, your personality can be improved. Here are six ways to do it.

1. Believe In Yourself. People tend to value us at the price tag we pin on ourselves. If you have self-confidence, you encourage others to have confidence in you. If you act as if you're well liked, you make others want to like you. "Trust yourself: Every heart vibrates to that iron string," said Emerson. Never feel inferior or sorry for yourself because of some handicap. Everybody has his strong points. You have yours. Make the most of your assets, but do not be snobbish or conceited - a sure sign of an insecure person.

2. Come Out Of Yourself. Go out to people. Never wait for others to seek you out. They won't. Get yourself a hobby. Join social groups and volunteer to help out. Become really interested in others. Work at being considerate and unselfish. Seek new friends, but don't neglect the old ones. If you want friends, you too must be friendly. "Friendship is the only cement that will ever hold the world together," said Woodrow Wilson. You'll give a big boost to your popularity if you start living outside yourself.

3. Strengthen Your Character. You can't alter your fingerprints or change the color of your eyes. But you can mold and improve your character. It's worth your best efforts. Good moral character is the keystone of your personality. It can give you the "inner glow" which everyone admires. It can make you respected.

4. Broaden Your Interests. A person with a well-developed personality is usually a person with well-developed interests. The more things you're interested in, the more things you can talk about - and the more people you'll find who treasure your company. Read good books and good magazines. Keep up to date on current affairs. Take advantage of your school's social and educational opportunities.

5. Make Others Feel Important. The basic key to good human relations is to make the other fellow feel that he counts. You need not be insincere to do this. Live the attitude: Every person I know is superior to me in some respect. Always think and act in terms of the other person's interests.

6. Improve Your Appearance. How you look is a good index to your personality. Be sharp, look sharp. Every day, have that well-scrubbed look - clean skin, clean hands, shining hair, spotless clothes. You don't need lots of expensive clothes, if you make the most of your wardrobe. Never worry about being too tall, too fat - too anything else. If you're clean and well groomed, you'll be admired.

These six tips can start you on the path to personality improvement. Take a look at yourself first, then begin. The job requires constant effort, so don't expect to become the most popular person in town overnight. In fact, you'll never achieve perfection. You're only human. The important thing is to keep trying.

ASSESSMENT OF STUDENTS GUIDANCE NEEDS

#34

Student Form

	Need Much Help	Need Some Help	Do N Need Help
1. I need help in understanding why I act the way I do.			
2. I need help in discovering why I become lonely.			
3. I need help in learning to make better decisions for myself.			
4. I need help in finding ways to overcome feelings of sadness or depression.			
5. I need help in finding ways to deal with my personal problems.			
6. I need help in being able to be proud of myself.			
7. I need help in learning to handle my anger (losing temper.)			
8. I need help in finding ways to share with others.			
9. I need help in understanding why I feel the way I do.			
10. I need help in learning how to handle cheating.			
11. I need help in learning more about how honest I am.			
12. I need help in understanding the meaning of right and wrong in my life.			
13. I need help in finding ways to do what is best for me.			
14. I need help in learning about the effects of smoking.			
15. I need help in learning about the effects of drinking alcoholic beverages.			
16. I need help in learning about the effects of the use of drugs.			
17. I need help in learning about sex.			
18. I need help in dealing with my personal appearance.			
19. I need help in learning how to get along with my family.			
20. I need help in learning how to make friends.			
21. I need help in learning how to share.			
22. I need help in finding ways to talk with others.			
23. I need help in learning how to listen to others.			
24. I need help in understanding how I influence others.			
25. I need help in understanding how others influence me.			
26. I need help in understanding why I get jealous of others.			

Ass. Of Students Guidance Needs, cont.

	Need Much Help	Need Some Help	Do N Need Help
27. I need help in discovering how and why I trust others as I do.	___	___	___
28. I need help in understanding how and why I compete with others.	___	___	___
29. I need help in understanding my prejudices.	___	___	___
30. I need help in learning how to succeed in my school work.	___	___	___
31. I need help in finding ways to make school a good experience.	___	___	___
32. I need help in learning more about how to learn (how to study.)	___	___	___
33. I need help in finding out more about my abilities and aptitudes.	___	___	___
34. I need help in discovering how to work with teachers.	___	___	___
35. I need help in participating in rule-making decisions in school.	___	___	___
36. I need help in learning from experiences.	___	___	___
37. I need help in learning how to cope (or handle) school rules with which I disagree.	___	___	___
38. I need help identifying and working with things (books, plays, movies, hobbies, etc.) that interest me.	___	___	___
39. I need help finding ways to participate in extra activities in school.	___	___	___
40. I need help learning how to prepare for and take tests.	___	___	___
41. I need help discovering how much education and what kind seems best for me.	___	___	___
42. I need help trying new ways to use my leisure time.	___	___	___
43. I need a part of the school day to choose what I want to learn.	___	___	___
44. I should help younger students by tutoring them.	___	___	___
45. I need help in learning to work with my hands as well as my mind.	___	___	___
46. I need help in increasing my skill in reading.	___	___	___
47. I need help in learning to write more effectively.	___	___	___
48. I need help in learning to speak more effectively.	___	___	___
49. I need help to increase my skill in basic mathematics (+, - x, +).	___	___	___
50. I need help in seeking ways to try out new ways of doing things; new ways of thinking.	___	___	___

UNDERSTANDING YOURSELF

#35

"Thee needs to stand still each day and watch thyself go by," a wise Quaker once remarked. Robert Burns said: "Oh, would some power the gift give us, to see ourselves as others see us."

Both the Quaker and the poet were speaking of the importance of looking at ourselves objectively - that is, in a detached, impersonal manner. This is a difficult thing to do. No one likes to put himself under a microscope.

But all of us should take time occasionally to have a good look at ourselves. In this way, we can learn more about what others think of us. During most of our waking hours, we are in the presence of others. We are in the public eye. People are judging our appearance, speech, behavior, and other outward signs of our character. What success and happiness we get out of life depends a great deal on what others think of us. It pays to live and act so as to gain their admiration and respect.

It is also important that we take an occasional look at our inner selves - our traits, beliefs, attitudes. We alone can do this, for no other person can know our true self. We alone know everything we have done. We only can read our secret thoughts and know our real likes and dislikes, our true strengths and weaknesses.

If we learn to understand ourselves - what others think of us and what we know of ourselves - we shall take a giant step toward happy and successful living. "Understand Yourself!" - This is the chief message of the philosophers. It is the underlying theme of most suggestions offered in Look At Yourself.

Our goal in life is not only to grow up physically but to mature enough to meet problems squarely and to solve as many of them as possible.

Little children do not meet problems squarely. Tommy stubs his toe on a chair, then angrily kicks it. Later, in high school, he becomes angry when his teacher gives him a special homework assignment. He isn't entirely grown up.

Are you growing up socially? Emotionally? Do you face problems squarely, think ahead, and take circumstances and other people into consideration when you make decisions? You probably don't in some instances. You're still young.

If you're having trouble understanding yourself and doing what is expected of you, do not become discouraged. You're not unique in this respect. The teenage world can be a world full of fears, uncertainties, and feelings of inferiority.

A recent survey of 30,000 young people revealed that two out of five teenagers fear they will fail in life. One out of four did not know what his true interests were. About 40 percent are still searching for something to believe in.

Such doubts and fears are uncalled-for. There is no need for any young person to worry about himself and his place in the future. At times you may feel as shaky as a young colt on spindly legs. But if you're willing to work to improve yourself and to become a useful, respected, and successful citizen, a clear road lies ahead.

Understanding Yourself, cont.

You, like all teenagers, have one possession which all adults envy: Youth. You have a generous quota of time at your disposal. For a brighter future, use this time thriftily and profitably. It is a priceless possession.

"Oh, the time they possess," Herman Wouk, the novelist, said of teenagers. "But the everlasting irony is that they are Indians sitting on oil land. They are rich, but they do not know it."

He added: "Happy are the rare teenagers who are getting down to business now. They will be the captains and the kings."

As a first step toward understanding yourself, take the "Check Yourself" test below. It will tell you a lot about your ability to judge social and emotional maturity.

DIRECTIONS:

Here are descriptions of behavior of high school boys and girls. If you think an action represents mature behavior, write YES in the "Look at Others" column. For immature behavior, write NO in the same column.

Next, judge your own behavior. If you would act similarly in each case, write YES in the "Look at You" column. If not, write NO.

	LOOK AT OTHERS	LOOK AT YOU
1. When the teacher called on her, Ruth said, "I don't know." Ruth can't bluff.....................	------	---
2. Ted told a friend that Bob was a cheap skate...........	------	---
3. Joe left June on the dance floor to go over and talk with the fellows.............................	------	---
4. Sally and Elinor often whisper to each other during assembly period.................................	------	---
5. Tom escorts his little sister to school because of a dangerous crossing................................	------	---
6. Betty laughed when she saw how poorly Sandra dressed...	------	---
7. Dwight didn't place in the track meet, but he signed up for the team next year.........................	------	---
8. Dick calls girls up on the phone and says, "Guess who this is."..	------	---
9. To lose weight, Sue ate hardly anything for a week.....	------	---
10. When David has a date, he makes it a point to meet the girl's family.............................	------	---

Examples of mature behavior: 1, 5, 7, and 10. All others illustrate immature behavior. Give yourself ten points for each correct answer. If your total score is 80 or above, you're a good judge of proper conduct.

EXPERIENCE QUESTIONNAIRE

#36

DATE: ________ PERIOD: ________

NAME: ______________________________ STUDENT# ______________
LAST FIRST MIDDLE INITIAL

SCHOOL: ______________________________

GRADE: 6 7 8 9

SEX: MALE FEMALE

GENERAL DIRECTIONS: This questionnaire describes a number of common experiences most of you have in your daily lives. These statements are presented one at a time, and following each are two possible answers. Read the description of the experience carefully, and then look at the two answers. Choose the one that most often describes what happens to you. Put a circle around the (A) or the (B) in front of that answer. Be sure to answer each question according to how you really feel.

If, at any time, you are uncertain about the meaning of a question, raise your hand and one of the persons who passed out the questionnaire will come and explain it to you.

1. If a teacher passes you to the next grade, would it probably be
   (A) because she liked you, or
   (B) because of the work you did?

2. When you do well on a test at school, is it more likely to be
   (A) because you studied for it, or
   (B) because the test was especially easy?

3. When you have trouble understanding something in school, is it usually
   (A) because the teacher didn't explain it clearly, or
   (B) because you didn't listen carefully?

4. When you read a story and can't remember much of it, is it usually
   (A) because the story wasn't well written, or
   (B) because you weren't interested in the story?

5. Suppose your parents say you are doing well in school. Is this likely to happen
   (A) because your school work is good, or
   (B) because they are in a good mood.

6. Suppose you did better than usual in a subject at school. Would it probably happen
   (A) because you tried harder, or
   (B) because someone helped you?

7. When you lose a game of cards or checkers, does it usually happen
   (A) because the other player is good at the game, or
   (B) because you don't play well.

Experience Questionnaire, cont.

8. Suppose a person doesn't think you are very bright or clever
(A) can you make him change his mind if you try to, or
(B) are there some people who will think you're not very bright no matter what you do?

9. If you solve a puzzle quickly, is it
(A) because it wasn't a very hard puzzle, or
(B) because you worked on it carefully?

10. If a boy or girl tells you that you are dumb, is it more likely that they say that
(A) because they are mad at you, or
(B) because what you did really wasn't very bright?

11. Suppose you study to become a teacher, scientist, or doctor and you fail. Do you think this would happen
(A) because you didn't work hard enough, or
(B) because you needed some help, and other people didn't give it to you?

12. When you learn something quickly in school, is it usually
(A) because you paid close attention, or
(B) because the teacher explained it clearly?

13. If a teacher says to you, "Your work is fine," is it
(A) something teachers usually say to encourage pupils, or
(B) because you did a good job?

14. When you find it hard to work arithmetic or math problems at school, is it
(A) because you didn't study well enough before you tried them, or
(B) because the teacher gave problems that were too hard?

15. When you forget something you heard in class, is it
(A) because the teacher didn't explain it very well, or
(B) because you didn't try very hard to remember?

16. Suppose you weren't sure about the answer to a question your teacher asked you, but your answer turned out to be right, is it likely to happen
(A) because she wasn't as particular as usual, or
(B) because you have the best answer you could think of?

17. When you read a story and remember most of it, is it usually
(A) because you were interested in the story, or
(B) because the story wasn't well written?

18. If your parents tell you you're acting silly and not thinking clearly, is it more likely to be
(A) because of something you did, or
(B) because they happen to feel cranky?

19. When you don't do well on a test at school, is it
(A) because the test was especially hard, or
(B) because you didn't study for it?

Experience Questionnaire, cont.

20. When you win at a game of cards or checkers, does it happen
(A) because you play real well, or
(B) because the other person doesn't play well?

21. If people think you're bright or clever, is it
(A) because they happen to like you, or
(B) because you usually act that way?

22. If a teacher didn't pass you to the next grade, would it probably be
(A) because she "had it in for you," or
(B) because your school work wasn't good enough?

23. Suppose you don't do as well as usual in a subject at school. Would this probably happen
(A) because you weren't as careful as usual, or
(B) because somebody bothered you and kept you from working.

24. If a boy or girl tells you that you are bright, is it usually
(A) because you thought up a good idea, or
(B) because they like you?

25. Suppose you became a famous teacher, scientist, or doctor. Do you think this would happen
(A) because other people helped you when you needed it, or
(B) because you worked very hard?

26. Suppose your parents say you aren't doing well in your school work. Is this likely to happen
(A) because your work isn't very good, or
(B) because they are feeling cranky?

27. Suppose you are showing a friend how to play a game and he has trouble with it. Would this happen
(A) because he wasn't able to understand how to play, or
(B) because you couldn't explain it well?

28. When you find it easy to work arithmetic or math problems at school, is it usually
(A) because the teacher gave you especially easy problems, o
(B) because you studied your book well before you tried them

29. When you remember something you heard in class, is it usually
(A) because you tried hard to remember, or
(B) because the teacher explained it well?

30. If you can't work a puzzle, is it more likely to happen
(A) because you are not especially good at working puzzles,
(B) because the instructions weren't written clearly enough?

31. If your parents tell you you are bright or clever, is it more likely
(A) because they are feeling good, or
(B) because of something you did?

32. Suppose you're explaining how to play a game to a friend and he learns quickly. Would that happen more often
    (A) because you explained it well, or
    (B) because he was able to understand it?

33. Suppose you're not sure about the answer to a question your teacher asks you and the answer you give turns out to be wrong. Is it likely to happen
    (A) because she was more particular than usual, or
    (B) because you answered too quickly?

34. If a teacher says to you, "Try to do better," would it be
    (A) because this is something she might say to get pupils to try harder, or
    (B) because your work wasn't as good as usual?

A PROFILE OF ME

#37

Symbol ________

How would you rate: (circle number) (#1 = low #8 = high)

1. Your intelligence. 1 2 3 4 5 6 7 8
2. Your reading ability. 1 2 3 4 5 6 7 8
3. Your ability to express ideas clearly. 1 2 3 4 5 6 7 8
4. Your amount of participation in class. 1 2 3 4 5 6 7 8
5. Your ability to get along with fellow students in committee or other group work. 1 2 3 4 5 6 7 8
6. Your ability to get along with teachers. 1 2 3 4 5 6 7 8
7. Your group leadership ability. 1 2 3 4 5 6 7 8
8. Your ability to keep up with the work of this class. 1 2 3 4 5 6 7 8
9. Your tendency to listen to what the other fellow says. 1 2 3 4 5 6 7 8
10. Your tendency to recognize and support others in a group situation. 1 2 3 4 5 6 7 8
11. Your tendency to impress fellow students as a very worthwhile person. 1 2 3 4 5 6 7 8
12. Your tendency to impress teachers as a very worthwhile person. 1 2 3 4 5 6 7 8
13. Your impression of yourself as a very worthwhile person. 1 2 3 4 5 6 7 8

What are three important things about you which are not listed above?

14. 1 2 3 4 5 6 7 8
15. 1 2 3 4 5 6 7 8
16. 1 2 3 4 5 6 7 8

WHO I AM

#38

"WORK - WIDENING OCCUPATIONAL ROLES KIT"

Part A

Date ____________

A person can be described in terms of

1. Appearance (for example: slim, tall, brown-eyed)
2. Personality (for example: friendly, generous, shy)
3. Abilities (for example: good at sports, musically talented, good in arithmetic)
4. Interests (for example: enjoys outdoor activities, likes to read)

How would you describe yourself? Under the heading "What I am like now," list some terms that you think describe you as you are today.

Would you like to be different in some ways? Under the heading "If I could be different," list the characteristics you think you would like to have.

WHAT I AM LIKE NOW	IF I COULD BE DIFFERENT
1. Appearance	1. Appearance
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
2. Personality	2. Personality
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
3. Abilities	3. Abilities
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
4. Interests	4. Interests
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Part B

When you look at yourself, you will probably find that in many ways you are like people that you know. But you are also different from every person that you know. On this sheet write some ways in which you are like many of your friends (for example: you go to the same school, you like to watch TV, you babysit, you play football). Then list a few of the ways in which you are different - the ways in which you are unique. Before you complete this page, you might like to read the booklet All About You, included in the WORK box. This booklet will help you to discover all of the parts that make up the real you.

HOW I AM LIKE MY FRIENDS:

HOW I AM DIFFERENT AND UNIQUE:

Who I Am, cont.

Part C
In a paragraph describe yourself as you are now.

In a paragraph describe yourself as you would like to be.

Part D

A person cannot change all of his individual characteristics, but he can change many. Which of your characteristics can you change that you would like to change?

What plans do you have for making yourself the way you would like to be?

#39

SELF - CONCEPT
(Checklist A)

Please check how you feel about the following statements:

	NEVER	SOMETIMES	USUALLY	ALWAYS
1. I am cheerful				
2. I am serious.				
3. I get angry often				
4. I respond well to criticism				
5. I like people				
6. People like me				
7. When my parents correct me, it is because they love me				
8. When teachers correct me, it is because they are trying to help me				
9. My parents dislike me				
10. I am popular				
11. Only rich people are popular.				
12. The teachers are out to get me.				
13. My friends would help me if I needed help				
14. I would help my friends if they needed help				
15. Friends should help each other				
16. It is important to be popular				
17. People like me only because I buy them things.				
18. People like me only because I have parties.				
19. My friends are popular				
20. My friends are unpopular				
21. I like people who are happy				
22. I have troubles.				
23. My troubles are my own fault				
24. Others cause my troubles.				

Self-Concept A, cont.

	NEVER	SOMETIMES	USUALLY	ALWAYS
25. I am a good student....................				
26. I get along well with others...........				
27. I am the kind of person I like others to be...........................				
28. I am an honest person..................				
29. I work hard at things I do.............				
30. I like to win..........................				
31. When my team loses, it is my fault................................				
32. When my team wins, it is my fault................................				
33. When my team loses, it is the fault of others......................				
34. When my team wins, it is the fault of thers.......................				
35. I am a valuable person................				
36. I have no value.......................				
37. I am ugly.............................				
38. I am lazy.............................				
39. I have good manners...................				
40. I would have more friends if I had more money.....................				
41. People pick on me.....................				
42. My friends really like me.............				
43. I like my friends.....................				
44. I make friends easily.................				
45. I like myself.........................				

#40

SELF - CONCEPT
(Checklist B)

Please check how you feel about the following statement:

	NEVER	SOMETIMES	USUALLY	ALWAYS
1. I am slow to anger				
2. I am considerate of others				
3. I have a sense of humor				
4. I do not lose my head in an emergency				
5. I am forgiving and forgetting				
6. I look for good in others				
7. I try to overlook the faults in others				
8. If I criticize, I try to be constructive				
9. I am always ready to start an argument				
10. I try not to fight				
11. I am too selfish				
12. I worry about things when I have no need to worry				
13. I am happy				
14. I am always wondering what others think about me				
15. I am childish in many ways				
16. I am easy to get along with				
17. I am somewhat moody				
18. My feelings are easily hurt				
19. I do things without thinking about them first				
20. I have quite a few talents				
21. I think of myself as a good "school citizen."				
22. At home I am a general bother				
23. I have many friends				
24. I feel that I am in on family decisions				
25. It bothers me when I have to recite in front of a group				
26. I have an excellent sense of humor				

Self-Concept B, cont.

	NEVER	SOMETIMES	USUALLY	ALWAYS
27. I always know for sure what the right thing to do is				
28. I am a happy-go-lucky kind of person				
29. I see little about myself that is outstanding				
30. I have fewer friends than most boys and girls				
31. I get real pleasure out of making things with my hands				
32. I am confused most of the time				
33. Most people try to avoid me				
34. I have a great deal of confidence in myself				
35. I am really out of place at picnics and parties				
36. When I have a job to do, I get it done				
37. I wouldn't change places with anyone in the world				
38. I seldom worry, I take things as they come				
39. I carry grudges				
40. I generally look on the bright side				
41. My teachers like me				
42. I get along well with all adults				
43. I am at ease with other people				
44. I know I can do what people expect, of me				
45. I am a pretty stupid person				
46. Too often I let others make my decisions				
47. I am usually a leader in clubs				
48. I contribute little to team work				
49. I am useful to have around				
50. My personality is uninteresting				
51. I usually reach my goals				
52. I co-operate with my parents				

Self-Concept B, cont.

	NEVER	SOMETIMES	USUALLY	ALWAYS
53. I am fairly popular				
54. I am able to do many things well				
55. I am a decent sort of a person				
56. I "lose my head" easily				
57. Most of the time I am angry with myself				
58. I have little confidence in myself				
59. I know I can always take care of myself				
60. The world is a good place to be				
61. I feel at home wherever I am				
62. I think of myself as a person with no special talents				
63. I am only afraid of things when I have good reason to be afraid				
64. I am smart				
65. I lack self-control				
66. I feel I have disappointed my parents in many ways				
67. I will go to a good deal of trouble to help someone else				
68. I try to understand people and why they do things				
69. I usually stick to my work until it is finished				
70. I am pleased with the way my life is going				
71. I am a bundle of nerves				
72. I am a person with little sense of humor				
73. I have little talent in sports or games				
74. I am so far from perfect, it's not even funny				
75. I am a poor student				
76. I make it hard for people to be friendly with me				

Self-Concept B, cont.

	NEVER	SOMETIMES	USUALLY	ALWAYS
77. I have a lot of self-control..........				
78. I have little trouble getting started on what I have to do..........				
79. I am able to make decisions...........				
80. I am afraid someone is going to make fun of me.....................				
81. I am easily discouraged...............				
82. I can take criticism without resentment..........................				
83. I am the person I would like to be....				
84. I understand myself pretty well.......				
85. I prefer to have just a few close friends.............................				
86. I like to be alone...................				

TESTING FOR PROGRESS

#41

Written or oral, this test can be taken alone or in groups. Ask the students:

1. How many ways could the people a child knows help him to grow up happy with himself: Be as specific as you can.

2. If people hold a prejudiced view of an individual, what can that person do about it? What results might he get? Explain.

3. If friends behave in a way which you would like to change, what might you do?

Responses to these questions can be written, drawn, or acted out. Note number and depth of explanations.

A Personal Expression of Concepts and Values:

Ask students to present a skit or write a short story in which someone's behavior caused him to be misunderstood. Show more than one possible ending.

I AM A MEMBER OF THE GROUP

#42

Students are to list three or more groups to whcih they belong. Next to each group they should list as many ways as they can think of in which they differ from other members of that group.

Example:

Family - age
    hair color
    I like lemon pie

Baseball team - tallest
    I specialize in grounders

Class - shortest
    I tell the funiest jokes
    always tardy

VIDEO - TAPE STUDENTS

GROUP:

- a. Seat a small group of students in a circle. Start video-tape recorder.
- b. Give the students a controversial topic to discuss for 15 minutes. Record students singly and as part of the group.
- c. Have the group view the entire tape in paragraph form.
- d. Each individual views the tape alone and analyzes his behavior within the group. Each individual then writes five positive comments about his behavior.

SINGLY:

Set up video-tape recorder in obscure area of room. Record students sitting and walking (entering room, learning, sharpening pencil, etc.) so that each student can see his own posture. Each student should analyze his attitude as expressed by his posture while sitting and standing.

Have students give 2-minute impromptu speeches. Video-tape each student walking toward podium, while speaking, and walking away from podium. Each student views tape alone and evaluates himself according to the table on the following page.

Video-Tape Students, cont.

SELF - ANALYSIS FORM FOR VIDEO TAPE

	YES	NO	MAYBE	DOES NO APPLY
ON TAPE I SEEM:				
1. Confident				
2. Over-Confident				
3. Happy				
4. Proud				
5. Frightened				
6. Worried				
7. Surly				
8. Angry				
9. Shy				
10. Co-operative				
11. Aggressive				
12. Un-Cooperative				
13. Silly				
14. Serious Enough				
15. Too Serious				
16. Not Serious Enough				

OPEN END

#44

PEACHES WAS HERE! JANE LOVES BOB. CUSTER HAD IT COMING! LUV! NO SHARKS! DIG IT! Messages like these are often written on walls or carved on trees. Why?

A teacher in Philadelphia, Pa., asked her students why they wrote on the walls at school. Here are some of their answers:

I want to get attention, or let people know the name of my boyfriend.
Sometimes, I guess, I don't have respect for property.
It shows others what I stand for.
It passes the time when there's nothing else to do.
My writing makes the wall more interesting.
I want to advertise my club, street and gang.
Rich people put their news in newspapers. We put ours on the walls.

At the same time, most of the students felt that writing on walls is silly and ugly. Even those who had written on walls thought it should be stopped. How? They said there was no easy answer. But they suggested:

Suspend people caught writing on walls.
Make them clean the whole wall that they've written on.
Cover certain walls with paper, where people can write.
Using magic, make whatever a person writes on a school wall appear on the wall of his living room.

How do you feel about writing on walls? Pick one of the following questions, and give your view:

1. Why do you write on walls?
2. Why do you think other people write on walls?
3. "The words of the prophets are written on the subway walls." That's a line in a Simon and Garfunkel song. What do you think it means?
4. Should writing on walls be stopped? If so, how?

"WHAT ABOUT YOU?"

#45

Directions:

Usually working out some kind of compromise is the best way to handle a problem. Think about you for a minute. How do you act in different situations?

Here are some situations in which boys and girls may find themselves. Suppose these things happened to you. Think about each situation and then check the reaction that would be nearest to yours. If you think you might react in some other way, write it on the blank line.

What Would You Do If:

1. You started a new school and the other children didn't seem friendly.

Pretend not to care.
Try harder to be friendly, myself.
Keep to myself.
Other ____________________________

2. You wanted to go to a party and thought you didn't have the right thing to wear.

Sulk, pout or cry.
Not go to the party.
Fix up some old clothes.
Other ____________________________

3. Dad asked you to do some job around the house on the day of the class picnic.

Get mad and make a fuss.
Miss the picnic.
Ask to do the job another day.
Other ____________________________

4. Other boys and girls had more spending money than you.

Keep away from them when they were spending.
Beg my parents for more money.
Try to earn some money at a part-time job.
Other ____________________________

5. A friend gets a new bike like the one you've been wanting but can't afford.

Try to find something wrong with the bike.
Say, "Gee, I'm glad you got it even if I can't have one.
Pester Dad to buy me one.
Other ____________________________

What About You, cont.

6. You are asked to sell tickets for a school play instead of playing the part you had hoped to get?	Refuse to sell tickets. Criticize the person who got the part. Do the job of selling tickets the best I know how. Other ____________
7. You aren't doing well in one of your classes at school?	Blame the teacher. Ask the teacher what to do about it. Try to get out of the class. Other ____________
8. You had never made a speech before a large audience and were asked to speak on a school program?	Refuse to do it. On the day of the program say I am sick. Ask someone who is used to speaking to give me some tips. Other ____________
9. You envy a brother or sister because of some talent that makes him or her popular?	Try to copy the things he or she does. Criticize him or her. Develop an ability of my own. Other ____________

LIVING WITH LONELINESS

#46

Loneliness plagues most people--at least at some time in their lives. Clarke Moustakas indicates in his book, Loneliness, that every individual is alone, separated from others. His basic message is that loneliness is a condition of life, that we can "sustain, extend, and deepen" our humanity through loneliness. He feels that it is necessary for everyone to recognize his own loneliness, to accept it as a necessary part of life, and to use it for self-growth. Moustakas feels that to do otherwise--to ignore loneliness as a fundamental truth of life--means self-alienation. If we use loneliness for self-growth, we are better able to perceive the world, including such things as the minute bits of stone on the beach--things which we might otherwise ignore.

Loneliness can create terror in an individual, but once one passes through the period of terror at loneliness, one emerges with an ability to see new facets of life, able to see now horizons of love and beauty. Frequently growth occurs. Often the individual has acquired some insights and values he could gain in no other way.

Our tendency in society is to ignore loneliness both in ourselves and in others. It would seem prudent to acknowledge the facts that at times each individual is lonely and that growth can occur through experiencing loneliness. (See the story of Hal and Laurie in Living With Loneliness.)

Adults who are sensitive are inclined to say with compassion, "He is a lonely child." Some will go a step further and try to make conversation with such a youngster. That seems to be all we usually do for the lonely ones. Perhaps if we could understand loneliness and the place it plays in each life, we might find that loneliness becomes less terrifying. It is also possible that some very lonely teenagers do not know how to handle their feelings of loneliness.

SUGGESTED PROCEDURES

The following procedures are suggested as possible means of presenting the problem of living with loneliness. Other methods may prove successful. These suggestions are to stimulate and encourage the discussion of the problem. They are not to be regarded as the only methods of approach.

1. Recognition of the problem by the group, whether a small group or an entire class, should be the first step. Perhaps the discussion of the lives of some of the historically great who were very lonely could be used as a stimulus for recognition of the problem of loneliness: Lincoln, Beethoven, Eisenhower, contemporary figures like Salinger, or unknown young adults who have attempted

to discover a different way of life.

2. A discussion of the difference in being alone and being lonely can clarify the need for being alone at times.

3. Reading materials such as our book, Living With Loneliness, can also be used to start a discussion. Questions which might be used for the discussion include:

   a. Who is lonely? (possibly everyone is at times.)
   b. What causes a person to feel lonely? (feeling shut out or "no one understands")
   c. Have you ever felt lonely? Would you care to share the experience with us?
   d. Do you know anyone or can you think of anyone who is more lonely than you?
   e. What can you do about your loneliness? the loneliness of others?
   f. What if a person has too many friends? Can anything be done for that person? (See the story of Terry in Living With Loneliness.)

4. After discussion of the subject, suggestions for meeting loneliness as individuals can be considered.

5. Encouraging students to explore ways to help others who are lonely is desirable. A few suggestions include:

   a. Each individual should make an effort to be friendly with students who seem lonely.
   b. Group efforts can include specific plans to see that all students who attend an activity are included in the participation at the event.
   c. Motivation to follow the suggestions should be developed in order that this group of students moves beyond the "talking" stage into the "doing" stage. Perhaps a planned course of action can be followed by a report session.

6. Possible methods for presenting information about loneliness include group discussion, individual report, and role playing.

7. Developing sensitivity to knowing when to intrude on someone's privacy in the interests of alleviating loneliness is also important. There are times when it is better for an individual to be permitted his loneliness and times when his friends and acquaintances should attempt to establish conversation and togetherness.

Some individuals are unwilling to try to alleviate their own loneliness by mixing with a group. Often such an individual has been rebuffed in some way and has retired into a shell. The necessity of reaching this individual and helping him learn that some people actually do care about him is important. The method which works in one case may not work in another. It is necessary for the teacher or counselor to experiment with different approaches to discover one which works for a specific individual. Sometimes it means that a student must experience the feeling of having a person or a group care for him over a period of months before he can accept the idea that he belongs and is worth consideration by others.

Some of these suggestions are things students can do by themselves, but it is most desirable that each school make available, through the counselor's office, small group sessions which permit the loneliest of teenagers an opportunity to belong to a group working with leadership that is skilled in helping him alleviate his loneliness.

Refer to The Coping With Book "Living With Loneliness", by C. Gilbert Wrenn.

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Conquest of Fear

Long ago an Eastern Monarch, plagued by many worries, harassed on every side, called his wise men together. He asked them to invent a motto, a few magic words that would help him in time of trial and distress. It must be brief enough to engrave on a ring, he said, so that he could have it always before his eyes. It must be appropriate to every situation, as useful in prosperity as in adversity. It must be a motto wise and true and endlessly enduring, words by which a man could be guided all his life, in every circumstance, no matter what happened.

The wise men thought and thought, and finally came to the monarch with their tragic words. They were words for every change or chance of fortune, declared the wise men... words to fit every circumstance. The words they gave to the monarch to engrave on his ring were:

"THIS, TOO, SHALL PASS AWAY."

LIST FEARS

Causes and Eradication:

Teacher write on the board the word "FEAR." Students are to list underneath that word (fears they have or have had, fears that friends might have or fears that communities or governments might have.) Discuss with class possible causes of these fears.

Next use brain storming methods to reach conclusion as to what usually intervenes to eradicate those fears.

ROUND TABLE DISCUSSION TOPICS

Below is a list of round table discussion topics that can be used in small groups. It is hoped that after the students have experienced role playing selections they can then discuss the individuals portrayed and how self-concept could be improved.

1. The Interview - An actor takes the part of a famous explorer who has just returned from the jungles of South America. When he is interviewed by several reporters he gives unusual answers to their questions.

2. The Applicant - A player is preparing himself to apply for a job. His friends give him all sorts of hopeless advice. They show him how to act and tell him what to say.

3. At the Zoo - Players do and say funny things as they visit a zoo (imaginary animals). A zoo keeper tries to help them understand the animals.

4. The Club - The players form a new club. They try to think of an unusual name for it, such as The Committee for Bigger Candy Bars, or Club for Kindness to Homeless Homing Pigeons. Also discuss requirements for membership.

5. Singers - Players hold a tryout for singing roles in a musical play. Each player sings briefly.

6. Predict Your Future - Players sit in a circle around a gypsy fortune teller who predicts their futures. Players are told they will do interesting things, such as becoming the king of a South Pacific Island.

7. Candidates - Several candidates for office practice their speeches in front of their friends. The candidates make curious promises, such as a pair of six-fingered gloves.

8. Imitation Contest - Performers hold a contest to see who can give the best imitation. They imitate a policeman, an animal trainer, a puppet, and so on.

9. Down With Noise - A committee gathers to fight unnecessary noise in the city, such as forbidding dogs to bark. But members complain when another member makes too much noise chewing gum.

10. Hobbies - Everyone has a different and unusual hobby. They display and explain them. One collects rubber erasers, another collects drawings of Little Red Riding Hood.

11. The Cashier - The cashier of a restaurant confuses diners as they pay their checks. She asks all sorts of pointless questions in adding up their bills, such as the color of their plate and whether they used the salt shaker more than once.

12. Newspaper Office - Reporters rush in to shout the latest news. The news should be exaggerated.

13. Gas Stations - A motorist in an imaginary car drives into an imaginary gas station. Attendants rush out to sell him tires, seat covers and anything else they can. They even try to charge him for air in his tires.

14. Beauty Shop - The beauty operator gets the wrong color or hair style on the hair of the customer. Customer reaction to this error.

15. The Candy Factory - Workers in a candy factory try to invent new kinds of candy. They come up with green chocolates and square jelly beans.

TO LIKE AND BE LIKED

#49

The developing awareness of the world around them--peers, adults, social causes, their future--overtakes adolescents sooner or later. Some of them are overwhelmed with the realization that it is up to them to get along with a wide variety of others. Anxieties may develop because they feel uncertain of their ability to cope with the new social responsibilities. Some are too shy to share their concerns, but most teenagers are interested in improving their ability to get along. If an opportunity is available to help them in this area, they will take advantage of it.

We who take such skill for granted in our daily lives can set good examples for our teenagers and proffer opportunities to learn added skill in the area of getting along with other people.

Teenagers may need to see that liking themselves is of utmost importance if they are to be liked by others--that if they like and trust themselves, at least to a reasonable degree, others will like and trust them, too.

SUGGESTED PROCEDURES

1. Role playing of teenagers in situations similar to the first incidents in To Like and Be Liked can be used to introduce the degrees of difference in ability to get along well.

2. After reading these incidents, a discussion could also be used to introduce the subject of getting along well with others. Situations could be presented in which the group has a choice of ways of meeting and resolving problems. Here are some examples.

a. The Public Affairs Club meets weekly. Mary usually expresses her opinions freely and forcefully. Joanie rarely expresses her opinions freely and forcefully. Joanie rarely expresses an opinion. She usually says, "Whatever you want is O.K. with me." What can we tell these girls about gettting along well with others?

b. Frank constantly takes over and does things for others. Sometimes it is in response to their request, but more often he attempts to anticipate. Often he does what he wants to do for his friend without considering whether or not his friend wishes to have this done--like the time he decided Jack ought to be the one to make the posters for club. He got the job assigned to Jack without talking with Jack first. Jack didn't feel he had the ability to make posters very well, he had a job after school, and he had a lot of responsibility at home; so he didn't appreciate the assignment. How do we evaluate Frank? What do you think about Jack?

c. Jim seems to irritate every teacher he has, and he never knows why. He argues with them, stating his opinions bluntly. He wonders why Tom is "teacher's pet."

Actually, Tom is not thought of as "teacher's pet" by most of his classmates. Tom is interested in what his teachers think about current problems and asks them many questions. The answers to these questions help the knowledge of the group. If he disagrees with any ideas, he is apt to say "Miss Smith, I've heard someone say_______. What do you think about that?"

What is the difference between Jim and Tom? What would you tell these two boys to do?

The approach described in examples 1-c permits discussion of ways to improve relationships with others. Perhaps it would be possible for the fictitious characters to have both good and poor qualities.

3. Most important to the teenager is the realization that there are causes for these behavior patterns. A discussion of this problem, using To Like and Be Liked as a text, is suggested.

4. The need, or lack of it, for the company of others is a topic to be explored.

5. Communication problems should be discussed.

6. The group can consider the problem of trying so hard to be liked that one violates one's own conscience and thus likes oneself less. Perhaps an incident like the following one could be used to start a discussion.

Ralph wants very much to be liked by a group which calls themselves the Closed Circuit. In order to be part of this group, he must accept their code of behavior which includes ignoring the Jewish kids in school. Ralph has been taught at home to be friendly with anyone whose conduct is acceptable. Ralph has a struggle avoiding Nathan Stein--ignoring Nate's proffered friendliness, but if he is going to be a part of the Closed Circuit, he must break off his friendship with Nate.

In violating his conscience, Ralph likes himself less.

Discuss Ralph's predicament. How does it affect his personality? His grades? His social life? His day by day experiences at school? Is he paying too high a price for acceptance? What would you do?

7. A series of questions to be discussed include:

What is desirable behavior?

How can we better understand the behavior of others?

What is a friend? How can I be a good friend?

What can I do about cliques?

Why do we say everyone needs acceptance, approval, and appreciation? What does this mean?

8. A self-evaluation of the individual student could be made and a self-improvement plan undertaken for those who desire it.

9. Students who desire to further investigate this subject can be referred to available literature.

Refer to The Coping With Books "To Like and Be Liked" by C. Gilbert Wrenn

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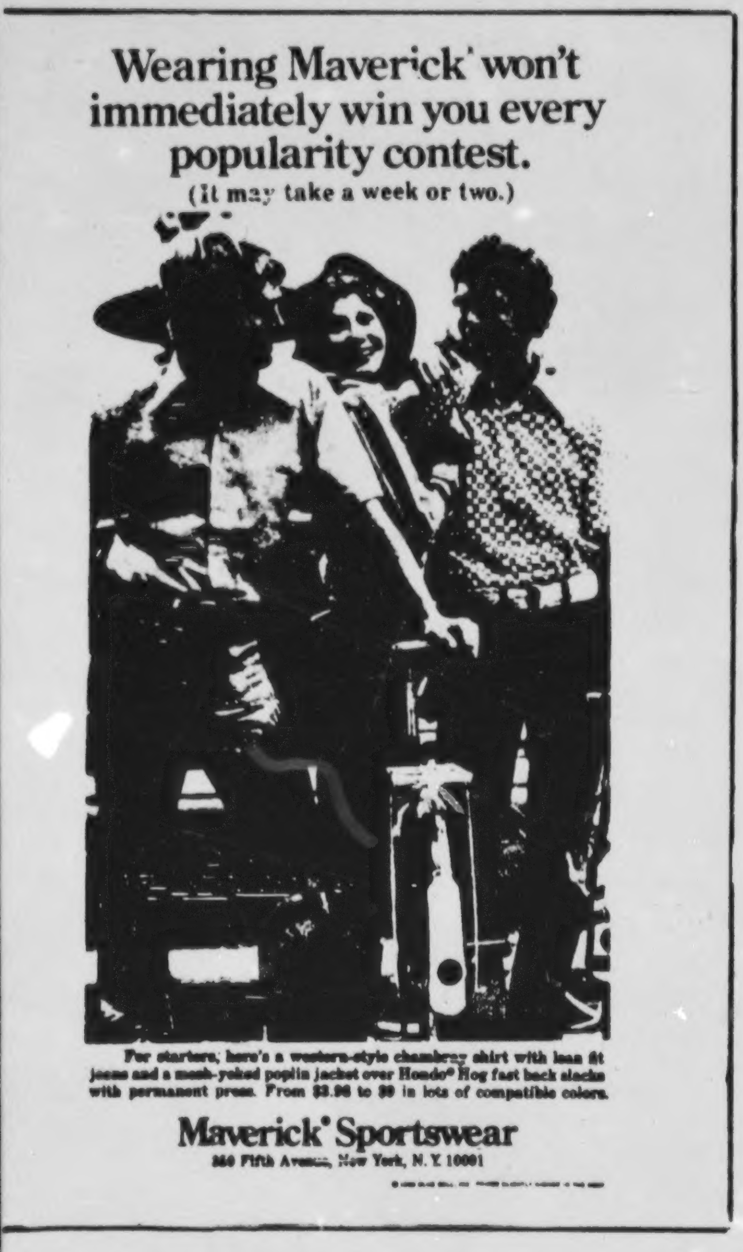
WINNING ACCEPTANCE

#10

To be queen of the Friendship Dance is the height of social ambition at Webster Grove Junior High. Only those in the leading crowd need apply. To be in the leading crowd, it is not essential to be a good student, to get high grades. Eighty-three percent of the fourteen-year-olds say so. Here is what they say is more important: to have a nice personality, to be a leader in activities, to be good-looking, to have money and nice clothes, and to come fro the right family.

1. Are these things important in your school?
2. Survey the students in your school to determine what they consider to be the most important characteristics of their friends - the people with whom they like to associate.
3. How many groups do you have in your school? On what basis are they formed? (Common interests, neighborhoods, school classes, church, etc.)
4. Write a guide to the groups in your school that could be given to a new student, informing him of what "crowds" exist and what he should do to be accepted by each.
5. What kinds of clubs and organizations do adults in your community belong to? Compile a list.
6. What qualifications for membership do these groups have?



Wearing Maverick® won't immediately win you every popularity contest.

(It may take a week or two.)

For starters, here's a western-style chambray shirt with lean fit jeans and a mesh-yoked poplin jacket over Hondo® Hog fast back slacks with permanent press. From $3.96 to $9 in lots of compatible colors.

Maverick® Sportswear

350 Fifth Avenue, New York, N.Y. 10001

1. How important are clothes to winning acceptance by a group? In your school are there particular styles of dress that identify a person as belonging to a special group or "crowd?"

2. How does the way you dress influence the way you act? Do the clothes you wear reflect the person you are, or do you change personalities to fit the clothes?

3. What kind of image do the people in this ad project? At what audience is the ad aimed? How can you tell? Examine ten or fifteen clothing ads from different magazines. What do these ads imply about clothes and group identification? What techniques do advertisers use to get the reader to associate certain items of clothing with special groups?

4. Look up the definition and derivation of maverick. Why was this name chosen for a line of sportswear? Do mavericks win popularity contests?

5. Write an ad for an item of clothing that you would like to sell to a particular audience.

MORE ACCEPTANCE

#52

1. Do you think we are trained to compete by our parents? Give example.

2. Some societies encourage co-operation rather than competition; that is goals and rewards are gained through teamwork rather than through the failure of others. How might some of the following goals be achieved through co-operation: Success in school, acceptance by individuals and by groups, achievement on the job, success in sports?

3. List some ways in which boys compete against boys, girls against girls. What do they compete for? Do boys ever compete against girls or vise-versa? How?

ACCEPTANCE AGAIN

#53

SUSAN JOYCE DAVIDSON
CANTON HIGH SCHOOL
VALEDICTORY ADDRESS

The area where our moral code is the most severely warped is in our personal relationships with others. I mentioned before that we are very tolerant and try to live by a "do unto others" law. We are fiercely loyal to our friends and agree that a person can do whatever he likes so long as he doesn't hurt others. Unfortunately, such ideals do not extend to anyone over thirty. I said that you may know your children very well, but I do not think the generation gap is entirely your fault.

As far as our friends go, we are often so sincere and so intense about caring for them that our feelings seem to be put on. We "love" them all very much, but if I find out that my best friend is a junkie I am not responsible for her or supposed to tell on her, because it is her life and I will always let her do her own thing. That's love? That's friendship? It sounds more like indifference to me, but sometimes that is how our moral code functions - or malfunctions.

We speak of "getting together," but again the invitation does not extend to adults. Maybe we are afraid of the truths their experiences might teach us? I do not know how we plan to get the world together if we can't get the high school or even the senior class together. We have discovered some flaws in the world and some imperfections in the people we love, and many of us have deserted life because of them.

1. Is there such a thing as a "moral code of the young"? If so, how does it differ from the moral code of adults?
2. Is a moral code something held by a group or by an individual - or both? Explain.
3. Write your own personal moral code - the rules by which you guide your relationship with others. Write the moral code for the group you most closely identify with (not what you believe they ought to do, but what they actually do.)
4. Suppose you found out your best friend was involved in shoplifting. What would you do?
5. Write a letter to Susan Davidson responding to her valedictory address.

WHO'S ON TOP?

#54

Some Hints From Mother Nature:

Power - who gets it and why? It's a question men have been asking through the ages. Is there a magic quality some people have that makes them leaders, and other people the followers? Why is Richard M. Nixon President? Or, why isn't it the man (or woman) who lives down the block from you?

To dig up the answer to that one, scientists and just plain interested laymen have been making observations. One thing they've been trying to figure out is whether or not any of the leadership patterns we can see in the animal world are related to how human beings behave in their daily lives.

There are different ways to describe what leaders are. The human race, for example, might be considered as a kind of leader. At this particular point in earth's history, human beings are the dominant species. And that gives them the lead over animals. Why is this true? More than 100 years ago a man named Charles Darwin came up with the answer.

Natural selection, as he called it, is natures way of separating the animals that are able to survive as a species from those who don't. Or - to put it another way - it separates those species that have the ability to cope with their environment from those that can't.

Darwin's research basically boils down to the argument that the earth's environment is always changing, and that the kinds of plants and animals that survive are, or become, adapted to the changed conditions. Natural selection weeds out those who haven't been able to change and survive as conditions change. In other words, the species died out.

Take for example, the case of a small rodent living in a land covered with rich green meadows. If, over thousands of years, the climate changes and those meadows become deserts, some of that rodents descendants may show a built-in ability to adjust to desert life. Those who can live in the desert will make it. Those who can't will die off. It's not a case of all the rodents changing to meet the new conditions. Instead, it's a case of some of them having the built-in ability to live in a desert.

What's all this got to do with human beings and human leadership? Darwin would say there's more to it than meets the eye. On the long evolutionary road, human beings have also had to be able to survive in a changing world. Smaller and less powerful than dangerous man-eating animals, man's survival depended on his brain. It allowed him to outsmart the animals. And that is mainly what now makes man the dominant creature on earth - the leader.

Nature has other ways of selecting leaders, however. With many animals the strongest is the leader. Often there will be a battle or at least a challenge between males for the leadership of a group of animals. The winners are the ones who mate with the females, helping to keep the species healthy and vigorous.

In both the animal and human world, however, there's more to leadership than this. Male lions or elk may battle for leadership of the group. Of course, that's not how humans elect national leaders. Or is it? Why, for example, are there not more women leaders? Many scientists might answer that this is a holdover from ancient days when physical strength was the prime qualification for leadership.

In both the animal and human worlds the way the followers see the leader is a big factor in whether or not leaders stay in power. Some years ago Robert Ardrey wrote "The Territorial Imperative." The book examined the animal world and tried to find out why animals act as they do. Which of them, Ardrey asked, have the most power, and why? Some of his findings he applied to the way people behave.

One of his observations is that leaders in any group of animals often continue to be leaders simply because the other animals see them that way. Sometimes an animal, though no longer strong, has a psychological advantage over his rivals. He occupies a choice piece of territory as his own. And this makes him the leader in the eyes of the other animals.

In recent years a great deal of research has been done on why human leaders are chosen. A good-looking man with a quick mind who appears to be honest and talented often can scoop up votes more easily than another who is not so glib a talker or quite so handsome. Why? Some say it's like that mystical attraction between two people in love. It can't be completely explained. But it's there. He's a natural leader.

GETTING ACQUAINTED #55

In our how-to-do-it education courses, all of us were taught the importance of a teacher's learning students' names quickly at the beginning of the term. Of equal importance is that students come to know one another quickly. Not only should they learn which name goes with which face, but they need to start piecing together information as to what kind of people these other group members are. Therefore, introductions should be the first order of business. Since students are just as uncomfortable in this process as we are in a similar situation (just remember the last time a substitute appeared in the faculty lounge, and you had to nudge yourself into saying simply, "Hello, I'm Roberta Johnson, I'm in the math department.") A structured framework for making introductions is helpful. If everyone has to introduce himself in a routine way, the discomfort seems to be less. In addition to telling their names, students should be encouraged to provide information about themselves that will help others know them better. Students should also be urged to formulate from this information a first impression of the other members of the group.

GAME

Chairs are arranged in a semi-circle so that all students can see one another. The teacher sits with students in the circle. Each group member, starting with the teacher, goes to the blackboard, writes his name clearly, tells the group his name, and describes himself. The choice of information to be revealed is left up to each member, but might include such things as hobbies, after-school activities, interests, likes, dislikes, and so forth. After all students have introduced themselves, conduct a contest to see who can remember the most names. In a large group it might be easier to have students try writing down the names in order around the circle and see who has the longest, most accurate list. Or anyone who wishes to compete might go around the circle, naming the names orally until he misses; then some other student can try, and so on until someone is able to name all names correctly.

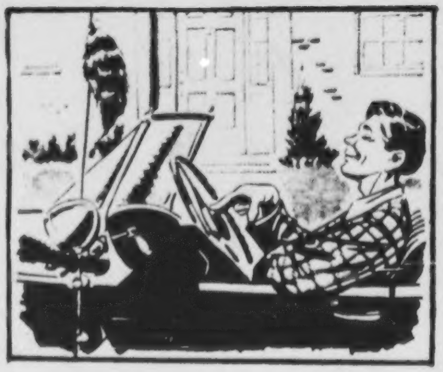
After students have become fairly familiar with each others' names, encourage them to verbalize their first impressions of each other. In a small, apparently friendly group this might be done orally by going around the circle "telling what you now know about each person in the group." Perhaps it would be less threatening for each student to make a written record of his first impression of all the others. These could be collected by the teacher and saved for a day later in the term when they would be given back to the students who wrote them and perhaps shared with the group.

SECOND TRY

Each student - as though he were a visiting celebrity - is interviewed by a panel of "reporters" appointed by the teacher. The interviewers ask questions about the "celebrity" to elicit information that they think all members of the group would like to know. The "celebrity" has the right not to answer any questions that make him uncomfortable. The process continues until all group members have been interviewed, with the teacher appointing a new panel of "reporters" from time to time. Then all students can write down or discuss their first impressions of each "celebrity" as outlined above.

WHAT'S YOUR FRIENDSHIP RATING?

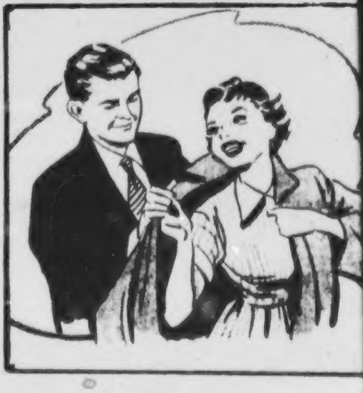
56

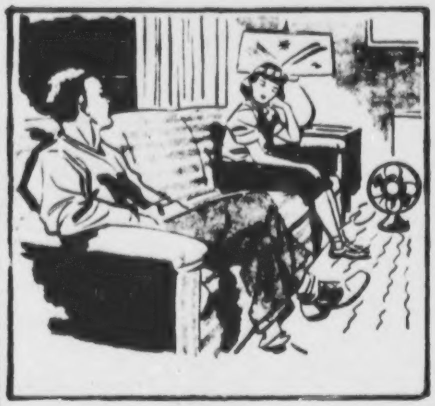


Jim does not leave his bent jalopy
When he calls to pick up Dotty:
He lets her know they should be
Gone by leaning hard upon the horn.

But Janie's date comes up the walk
He's not ashamed to bow and talk:
About school ... about a boat;
He helps his girl friend with her
Coat.

Girls expect courtesy from boys. Good manners always make a hit with girls. It pays a girl to demand respect and gentlemanly conduct from her male companions. They admire her character.

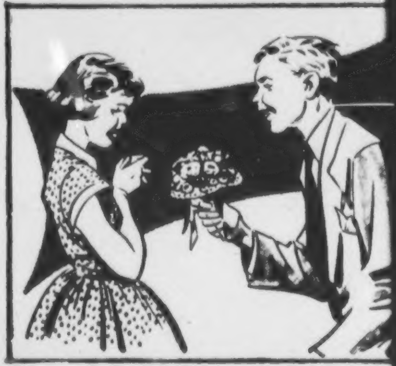


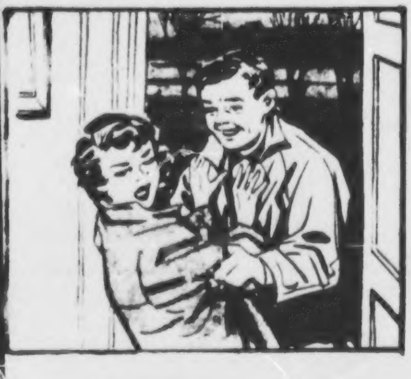


Henry boasts a pixie smile; he
Wears his hair in duck-tail style.
From a distance, he's dreamboat
Stuff; but oh, he does not bathe
Enough.

We know a Joe who always rates,
Because he dresses for his dates.
His suit is pressed, his tie is
Smart, he'll never be a lonely
Heart.

Cleanliness of mind and body is a virtue which appeals to girls. And so does neatness of dress. Popular girls are considerate and show their appreciation of good traits and small favors.

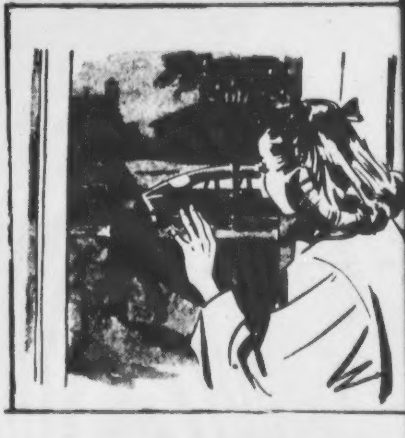




Big Steve's vocab is rough as heck
He thinks he has a right to neck
Because he spent a little dough
To take his girl out to a show.

But Dick knows that girls have
Brains, they'll talk of sports
And many things. Dick rates, for
Each evening ends, as just a
Parting between friends.

A girl can be popular and a good sport without being unladylike. Boys respect girls who insist on proper behavior. A good reputation is a priceless possession. Choose friends carefully.



What's Your Friendship Rating?, cont.

CHECK LIST FOR BOYS

	YES	NO
1. I dress neatly and have a clean mind and body	...	...
2. I try to conduct myself like a gentleman at all times	...	...
3. I am courteous, sincere and friendly	...	...
4. I let my date know I respect her	...	...
5. I try to be well-poised and agreeable	...	...
6. I keep my temper under control	...	...
7. I seek the friendship and respect of girls	...	...
8. I'm not perfect, but I make an effort to improve myself	...	...

The more YES answers you checked, the better date you are.

CHECK LIST FOR GIRLS

	YES	NO
1. I am cheerful and enthusiastic	...	...
2. I value my reputation above popularity	...	...
3. I try to be considerate and unselfish	...	...
4. I do not gossip or violate confidences	...	...
5. I show appreciation of favors and courtesies	...	...
6. I am friendly, but avoid undesirable friendships	...	...
7. I am interested in many things - sports, books, etc.	...	...
8. I try to be myself - honest, sincere, modest	...	...

If most answers were YES, you're probably an ideal date.

WHAT IS A FRIEND?

When you're down and troubled and you need some love and care
And nothin', nothin', is goin' right,
Close your eyes and think of me and soon I will be there
To brighten up even your darkest night.
You just call out my name and you know wherever I am
I'll come runnin' to see you again.....
You've got a friend.

Friends are not like the other people with whom we have ties - family, teachers, and neighbors. Friends are the people we choose to be with, and who choose to be with us. Friends are - hard to define. What is your definition of a friend? "I think a friend is someone who:

____

____

____."

There are all sorts of friends. Group friends. Casual friends. Best friends. Sometimes, friendship is confusing. For example, many people confuse friendship with popularity - but being popular and having a friend are two different things. Here we're talking about close friends, best friends.

This is probably the kind of friend Carole King was writing about (above). A best friend is someone who will listen when you want to talk over a problem. Then, too, a friend is someone with whom you can be yourself - no matter how silly or moody, or, well, no matter how you feel. And a friend is someone you have learned to care about. Friends like each other. They accept each other.

Having friends is important to everyone. (If you don't think so, ask your parents who their best friends are - and why those friends are important to them.) And it is especially important when you are growing up. Growing up includes learning to care about other people outside the family, exploring and sharing your thoughts, finding out what you are like - and friends help with all these things.

Maybe this is why nearly all young people worry about having friends. One such teenager wrote to a Scholastic magazine with that problem, and got these answers from other students...

QUESTION:

I am very lonely. When I try to be friendly at school, I get my feelings hurt. I've tried pen pals, but that didn't work. I would appreciate advice.

ANSWERS:

1. Be friendly! Smile and say "Hi" when you pass people in the hall, even if you don't know them very well. Soon someone will be friendly to you. I know because I've had that problem too.

2. Join clubs at school. Talk to some kids who sit next to you in class. Don't be afraid to start the conversation.

What Is A Friend, cont.

3. I used to have a problem making friends when I was younger. When I was older, I figured out I was trying to make friends with the wrong people. They were the ones who were always getting into trouble. That might be what you are trying to do. I changed my ideas, and now I have friends.

4. Perhaps you are being too friendly. No one can push himself on other people. Find out other students' interests that are like yours. It's easy to talk to people when they are interested in the same things you are.

5. Your answer: ______________________________

____

____

____

Keeping a friend, and being a friend can be just as worrisome as finding a friend to begin with. The course of true friendship rarely runs smoothly - maybe because we expect so much from our friends.

Songwriter Bill Withers says, "We all need somebody to lean on." But sometimes we lean too hard, ask too much. Sometimes, we feel as if we're walking a line. On one side, there's what we want to do or think we should do; on the other, doing what our friends want us to do. Sometimes a person has to make a tough decision.

Here is one example. Peggy and Sharon are best friends. Peggy has gotten together with some other friends to plan a surprise birthday party for Sharon. Peggy has called Sharon's mother to tell her the plans and to make sure that Sharon will not be doing anything the night of the party.

What Is A Friend, cont.

Everything is going along fine until one day at school. Sharon - not knowing what her friends are planning - is kidding with her friends before class:

SHARON: Well, it won't be long before my birthday. I know you must be planning a super surprise party for me, but don't go and buy me a lot of cheap presents. OK? If you all get together, you should be able to afford a really terrific gift. I'd be glad to give you ideas - just let me know!

PEGGY: Sharon! How could you....

SHARON: Could I what? It's just that there's no sense in all of you squandering your money on a lot of junk. Might as well make me really happy, right?

(Peggy and Sharon's other friends meet after class.)

LESLIE: I can't get over Sharon! Some nerve! And how did she find out about the party we were planning?

JANE: Well, the only thing to do is cancel the party. It won't be a surprise now, and calling it off will serve her right!

PEGGY: Cancel the party? But I've already told Sharon's mother....

LESLIE: Well, you'll just have to untell her. How did Sharon find out about it? Did you hint about it to her, Peggy?

PEGGY: I didn't say a thing. She must have been just joking! If we cancel the party, and she ever finds out, she'll really be hurt. Besides, I wanted so much to give Sharon a party - she's such a good friend.

JANE: You can throw it all by yourself - but cut the rest of us out!

If you were Peggy, what would you do? Write an ending for this story, telling how Peggy should handle the problem and how her friends will react.

What do you most value in a friend? Asked to list what qualities they want in a friend, many people begin with honesty - because honesty is required if you're to get to know each other, and fine out if you really want to be friends.

Do you think honesty is important in a friend? What other qualities are important?

RATINGS OF OTHERS

A group matures and becomes cohesive as members learn ways of sharing their feelings with each other in helpful ways. These feelings develop as the course moves along, and they focus on certain behaviors. If feelings - particularly negative feelings toward the behavior of others are not shared and dealt with, they will be expressed in destructive rather than constructive ways.

Both teacher and students are concerned and often disturbed, by the non-participator who sits and says nothing, the over - participator, who is always talking even when he has nothing to say, the "boss," who tells others what to do in an authoritarian manner, and the egoist, who never seems to listen to anyone else because he is too busy paying attention to himself. Both teacher and students are concerned, but in the usual class setting, only the teacher is expected to act. Since it is also usual for the teacher to be outside the group rather than a member, the whole operation of modifying behaviors is made unnecessarily difficult. What is needed is a way of helping students to share with each other their feelings about each other. The following instruments may constitute a beginning in this direction.

Responses to Who Are These People (following page) can be used to share positive student perceptions. Items focus on listening, helping, providing interest and ideas, getting the job done and making it enjoyable. Not only will the students named in these categories feel good about it, but these qualities will be reinforced as students read them and think about them.

Negative qualities are dealt with in gentle terms in order to avoid putting people on the defensive. Such items as very quiet and strong leader, tell others what to do, and even the business of getting the job done can bring out mixed negative and positive reactions in others. Discussions based on the instrument can develop personal insights and group accord.

The reactionnaire can be given to class committees who wish to improve their work. Data can be collected by the teacher and fed back to individuals. Where the group has more cohesion and trust, a better procedure would be three minutes to react to the sheet followed by twenty minutes of sharing the data orally in small groups followed by twenty-five minutes of general class discussion concerning group building behaviors.

(Ratings of Others - Cont.)

Where this has been done by the author, typical comments in the small groups include:

> "Well, Marty, you're a strong leader with good ideas all right, and I'm glad you're in my group. But do you ever listen to my ideas?"
>
> "I always look to Sam to explain things. Even the teacher sometimes confuses me, but Sam can always straighten me out."
>
> "Janice, I know you've got a lot of good things to tell the group, but you just sit there. And I think, 'How can I help her? What can I do to get her to talk? Am I doing anything to prevent her?'"

It should not tax one's imagination to guess at the impact such discussions have on students and on the class as a whole. People begin to be interested in classmates and in the subject matter to be learned. Students slowly begin to listen to each other and to see the class as more real and less of a perfunctory game ending in the Friday test, which is crammed for and promptly forgotten.

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Ratings of Others, cont.

WHO ARE THESE PEOPLE?

Directions: Read each description below and write the name of the student(s) it describes in the space to the right. It is possible that some names will not appear in any of these descriptions. Symbol ____

Who is very quiet but seems to be trying? ________

Who is a strong leader with many good ideas? ________

Who is most willing to listen to the ideas of others? ________

Who can explain best to those who do not understand? ________

Who shows a serious interest in the work of the class without overdoing it? ________

Who likes to tell others what to do? ________

Who likes to be told what to do? ________

Who would you pick to see that the job gets done? ________

Who would you pick to make sure the group enjoyed itself? ________

Ref: TEACHERS & LEARNERS - THE INTERACTIVE PROCESS OF EDUCATION

YOU AND WHAT OTHERS THINK ABOUT YOU

#59

What do other people think of you? Do you care?

Most people care in some way, now and then. We may be hurt by what people say behind our backs. Or, we may be afraid to say or do something because of what people might say.

Check the statements you agree with:

___ "I think people worry too much about what others think of them. You should do what you want. If people laugh or put you down, that's their problem."

___ "It's easy to say 'do your own thing' and forget about others. But no one likes to be laughed at. I'm not saying you always have to go along with the crowd. But you have to, a little - for your own sake."

___ "Let's face it. People are always going to talk about other people. No one has to get hurt. We shouldn't take things so seriously."

___ "I really don't care what most people think of me. I just care about my close friends. What they say matters."

___ "Some people like being talked about. They like getting attention? One girl at school doesn't wear shoes - even when it's cold out. She must want people to think she's crazy or, at least, different."

___ "I think we all worry about what others say about us. Even that girl who goes barefoot. She probably has friends who think she's cool for not wearing shoes. She cares about what they think of her."

___ "My parents worry about what people say. But things are different now. Look at clothes. You can wear what you want. It's beautiful. It's a hassle to worry about the 'right' and 'wrong' thing to do."

___ "That's true. But some people go out of their way to do the 'way out' thing. Not so much to seem cool to their friends, but to put down the straight people. It's like they're saying, 'I don't need you.'"

You And What Others Think About You, cont.

Now here's a list of questions. Check each one YES or NO. If you check NO, circle the reason(s) why.

1. Would you wear sloppy clothes to a party, even if everyone else will be dressed up?

YES_____ NO_____

a. I like to dress up.
b. It would not be polite to my date or to the person having the party.
c. Because of what people might think.

2. Would you get dressed up for a party, even if everyone else will be wearing jeans?

YES_____ NO_____

a. I never get dressed up.
b. I wouldn't feel comfortable.
c. Because of what people might think.

3. Would you go to a dance without a date, if everyone else had one?

YES_____ NO_____

a. There would be no one to dance with.
b. Formal dances are a drag.
c. Because of what people might think.

4. Would you tell others your grades if they were very low?

YES_____ NO_____

a. No one talks about grades.
b. It's none of their business.
c. Because of what people might think.

5. Would you tell others your grades if they were very high?

YES_____ NO_____

a. No one talks about grades.
b. It's none of their business.
c. Because of what people might think.

6. Would you make friends with someone that most people don't like?

YES_____ NO_____

a. I probably wouldn't like that person, either.
b. That person wouldn't fit into my group.
c. Because of what people might think.

7. Would you go out with someone of another race?

YES_____ NO_____

a. I don't believe it's right.
b. I don't know anyone of another race.
c. Because of what people might think.

8. One thing I could not do because of what others might think is:

____

____

____

____

You And What Others Think About You, cont.

WHICH ARE LEADERSHIP QUALITIES FOR YOU?

The greatest leader on earth would probably be described as follows:

Highly experienced; high moral standards; easily liked; strong sex appeal; brilliant mind; enormous energy and drive.

Yet it's hard to think of any man in history who had all of these leadership qualities in equal measure. It's been said of Ike Eisenhower that he was well liked, but lacked a brilliant mind. It's been said of Jack Kennedy that he had strong sex appeal, but lacked experience. The chart below combines strengths and weaknesses in thirty different patterns. Imagine that each box describes a different candidate for President. Which combination of strength and weakness would describe your choice for a national leader? Which combinations would you rule out? Why?

STRENGTHS

WEAKNESSES	EXPERIENCE	MORALITY	POPULARITY	SEX APPEAL	INTELLECT	ENERGY
experience		HIGH MORAL STANDARDS inexperienced	EASILY LIKED inexperienced	STRONG SEX APPEAL inexperienced	BRILLIANT MIND inexperienced	ENORMOUS ENERGY AND DRIVE inexperienced
morality	EXPERIENCED low moral standards		EASILY LIKED low moral standards	STRONG SEX APPEAL low moral standards	BRILLIANT MIND low moral standards	ENORMOUS ENERGY AND DRIVE low moral standards
popularity	EXPERIENCED socially aloof	HIGH MORAL STANDARDS socially aloof		STRONG SEX APPEAL socially aloof	BRILLIANT MIND socially aloof	ENORMOUS ENERGY AND DRIVE socially aloof
sex appeal	EXPERIENCED little sex appeal	HIGH MORAL STANDARDS little sex appeal	EASILY LIKED little sex appeal		BRILLIANT MIND little sex appeal	ENORMOUS ENERGY AND DRIVE little sex appeal
intellect	EXPERIENCED mediocre mind	HIGH MORAL STANDARDS mediocre mind	EASILY LIKED mediocre mind	STRONG SEX APPEAL mediocre mind		ENORMOUS ENERGY AND DRIVE mediocre mind
energy	EXPERIENCED little ambition or drive	HIGH MORAL STANDARDS little ambition or drive	EASILY LIKED little ambition or drive	STRONG SEX APPEAL little ambition or drive	BRILLIANT MIND little ambition or drive	

YOU BE THE PARENT!

#60

Should young people be paid for jobs they perform around the house? What's the difference between discipline and punishment? How would you go about sending a child off to his first day of school?

The questions sound as if they come out of a course for future parents. They do. But the students won't be parents for many years. They are 8th graders in a New York City Junior High School. Their teacher: Dr. Lee Salk, a child psychologist and author of "What Every Child Would Like His Parents To Know."

For many years, Dr. Salk has taught parents, pediatricians (children's doctors), and other adults about the needs of children. Now he is teaching young people about "The Responsibilities of Parenthood" (the title of his class). He wants young people to know about the problems of parenthood before they decide whether or not to become parents.

"It's important to know what it's like," he says. "How rough it is to be a parent - I consider parenthood to be the most important role a human being can take on in life. So important that persons shouldn't do it if they cannot meet the child's physical and emotional needs?

What are emotional needs? That's the main subject of the class. It can't be summed up in one short article. But consider this:

Humans learn important lessons as babies or small children. They learn to trust (or distrust) other people, and they learn about loving and being loved. If they don't feel that they are loved, and don't learn how to trust, they are likely to grow up unhappy and fearful about the world.

Of course, nearly every parent loves his or her children deeply. But just the same, it's not always easy to figure out what's best for them. Even the "baby experts" don't always agree. For instance:

Parents are told by some experts that they shouldn't pick up a baby each time it cries. This will "spoil" the baby, they are told, and teach it to be dependent. But Salk points out that a baby is dependent. It relies on its parents for every need.

"A crying infant is always unhappy," Salk says in his book. It's important to pick him up because he learns "trust or distrust in people" according to whether or not someone responds to his "pleas for help." If someone is hungry, you feed him so the hunger goes away. Salk says it's the same with a baby's needs. First, let him learn that people can be depended on. When he's older, after the need to depend is satisfied, he can learn independence.

You be the Parent, cont.

Salk's class, a voluntary one, drew many eager students last year. (One was so eager to be in the class that she forged her mother's signature on the permission slip - only to learn that her mother was delighted she wanted to take this course.

Why all this interest in parenthood? Perhaps at the halfway stage between childhood and adulthood, it's interesting to take stock, to look forward and back. In any case, Salk asks students to think like parents. And he asks parents to think like children. For instance, students wrestle with questions like this one:

You are a parent taking your child to a doctor where he will get shots (or you are an older brother or sister about to remove a splinter from little brother's finger.) The little one asks: "Is it going to hurt?" What wil you say?

Put yourself in the child's shoes. If you were to say "no", what would he learn from you? His pain wouldn't be reduced. He wouldn't learn to be unafraid of doctors or of having splinters removed. He would only learn that you can't be trusted.

"Lie to a child once, and then try to convince him you're honest," says Salk. "Good Luck."

Dr. Salk clearly believes that honesty is a very important responsibility of parenthood. But often, there is no one best answer - or no answer at all - to the questions which parents (and Salk students) face.

"We get involved (in class) in a lot of arguments," says Salk. For instance, take that allowance issue:

Should young people be paid for duties they perform around the house?

Salk says no. He believes that children, as well as parents, have responsibilities - jobs to do around the house, school work. They shouldn't be paid for performing their duties. If parents do pay their children for doing family chores or getting good grades, he says, "They (the parents) shouldn't be shocked or surprised when the kids won't do anything, without getting some cash. In his view, getting an allowance should be separate from taking on responsibilities.

In class, one student explained that she gave a third of her baby-sitting money to her mother. Some students argued that this shouldn't be necessary. If you bring a child into the world, they said, it's your responsibility to provide for its needs - including money, allowances, etc. But, the girl said, her mother - who was divorced and having financial problems, needed the money.

She added that it gave her a right to take part in family decision-making. (Do you agree? Or should children be able to take part regardless of the money? Or should they have no part in family decisions? Is there any one best answer?)

As long as we're asking questions, here are some more you might think about ....

1. Describe to yourself the time when you had the most fun with your parents. Describe it from your parents' point of view and from yours.
2. Describe your most common conflict with your parents. Describe it from your parents' point of view and from yours.
3. Think of one thing you have learned from a parent - anything at all, from how to fry a hamburger to how to get along with a friend to, whatever .... Then ask yourself: In what ways do parents influence their children? Do children gain important information about the world from their families? Do you agree with Dr. Salk that raising children is "the most important role a human being can take on in life?"

WHAT'S THE DIFFERENCE BETWEEN DISCIPLINE AND PUNISHMENT?

According to Dr. Lee Salk:

Discipline is the rules and regulations you set up to protect the rights of individuals. It is an extension of the parents' love.

A clear set of rules helps children see that the world is an orderly place. This makes them feel safe and sure of themselves. (How can anyone figure out what they're supposed to do if there are no rules, or if the rules keep changing?) It helps them grow up comfortable in a world which has many rules designed to protect the rights of people.

Punishment is the price you pay for violating the rules.

Punishment ought to fit the crime, says Dr. Salk. If there is no punishment, the rules can come to seem unimportant. If punishment is too harsh, the punished person will not gain respect for rules; he will only concentrate effort on not getting caught in the future.

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THE FAN CLUB

#61

by Rona Maynard

It was Monday again. It was Monday and the day was damp and cold. Rain splattered the cover of Algebra I as Laura heaved her books higher on her arm and sighed. School was such a bore.

School. It loomed before her now, massive and dark against the sky. In a few minutes, she would have to face them again - Diane Goddard with her sleek blonde hair, and Terri Pierce in her candy-pink sweater. And Carol and Steve and Bill and Nancy .... There were so many of them, and they were so exclusive as they stood in their tight little groups laughing and joking.

Why were they so cold and unkind? Was it because of her stringy hair hanging in her eyes instead of flowing back in silky smoothness? Was it because she wrote poetry in algebra class and got A's in Latin without really trying? Shivering, Laura remembered how they would sit at the back of English class, passing notes and whispering. She thought of their identical gilded chains, their leather belts and pouches, their hostile stares as they passed her in the corridors. But she didn't care. They were clods, the whole lot of them.

She shoved her way through the door and there they were. They thronged the hall, streamed in the doors, clustered under red and yellow posters advertising the latest dance. Smooth sweaters, tapered slacks, pea-green raincoats .... They were all alike, all the same. And in the center of the group, as usual, Diane Goddard was saying, "It'll be a riot! I just can't wait to see her face when she finds out."

Laura flushed painfully. Were they talking about her?

"What a scream! Can't wait to hear what she says."

Silently she hurried past and submerged herself in the stream of students heading for the lockers. It was then that she saw Rachel Horton - alone as always, her too-long skirt billowing over the heavy columns of her legs, her freckled face ringed with shapeless black curls. She called herself Horton, but everyone knew her father was Jacob Hortensky, the tailor. He ran that greasy little shop where you could always smell the cooked cabbage from the back rooms where the family lived.

"Oh, Laura!" Rachel was calling her. Laura turned, startled.

"Hi, Rachel."

"Laura, did you watch 'World of Nature' last night? On Channel 11?"

The Fan Club, cont.

"No - no, I didn't." Laura hesitated. "I almost never watch that kind of program."

"Well, gee, you missed something - last night, I mean. It was a real good show. Laura, it showed this fly being born!" Rachel was smiling now; she waved her hands as she talked.

"First the feelers and then the wings. And they're sort of wet at first, the wings are. Gosh, it was a good show."

"I bet it was." Laura tried to sound interested. She turned to go, but Rachel still stood there, her mouth half open, her pale, moonlike face strangely urgent. It was as if an invisible hand tugged at Laura's sleeve.

"And Laura," Rachel continued, "that was an awful good poem you read yesterday in English."

Laura remembered how Terri and Diane had laughed and whispered. "You really think so? Well, thanks Rachel. I mean, not too many people care about poetry."

"Yours was real nice though. I wish I could write like you. I always like those things you write."

Laura blushed, "I'm glad you do."

"Laura, can you come over sometime after school? Tomorrow maybe? It's not very far, and you can stay for dinner. I told my parents all about you!"

Laura thought of the narrow, dirty street and the tattered awning in front of the tailor shop. An Awful district, the kids said. But she couldn't let that matter. "OK," she said. And then, faking enthusiasm, "I'd be glad to come."

She turned into the algebra room, sniffing at the smell of chalk and dusty erasers. In the back row she saw the group laughing and joking and whispering.

"What a panic!"

"Here, you make the first one...."

Diane and Terri had their heads together over a lot of little cards. You could see they were cooking up something.

Fumbling through the pages of her book, she tried to memorize the theormes she hadn't looked at the night before. But the laughter at the back of the room rang in her ears. And the smiles - the heartless smiles ....

A bell buzzed in the corridors; students scrambled to their places. "We will now have the National Anthem," said the voice on the loudspeaker. Laura shifted her weight from one foot to the other. It was so false, so pointless. How could they sing of the land of the free, when there was still prejudice and discrimination....Smothered laughter behind her. Were they all looking at her?

And then it was over. Slumping in her seat, she shuffled through last week's half-finished homework papers and scribbled flowers in the margins.

"Now this one is just a direct application of Theorem 7..." The voice was hollow, distant, and echo beyond the sound of rustling papers and hushed whispers. Laura sketched a guitar on the cover of her notebook. Someday she would live in the Village and there would be no more algebra classes. And people would accept her.

She turned toward the back row. Diane was passing around one of her cards. Terri leaned over, smiling. "Hey, can I do the next one?"

"...by using the distributive law." Would the class never end? Math was so dull, so painfully dull. They made you multiply and cancel and factor, multiply, cancel and factor... Just like a machine.

The steel sound of the bell shattered the silence. Scraping chairs, cries of "Hey, wait!" The crowd moved into the hallway, now a thronging, jostling mass.

Alone in the tide of faces, Laura felt someone nudge her. It was Ellen. "Hey, how's that for a smart outfit?" She pointed to the other side of the hall.

The gaudy flowers of Rachel Horton's blouse stood out garishly among the tweedy sweaters and neat shirts. What a lumpish, awkward creature Rachel was. Did she have to dress like that? Her knee socks wrinkled untidily around her heavy ankles, and her slip showed a ragged edge of lace. As she moved into the English room, shoelaces trailing, her books tumbled to the floor.

"Isn't that something?" Terri said. Little waves of derisive laughter swept through the crowd.

The bell rang; the laughter died away. As they hurried to their seats, Diane and Terri exchanged eager last-minute whispers. "Make one for Steve. He wants one, too!"

And then Miss Merrill pushed aside Adventures In Literature, folded her hands, and beamed. "All right, people, that will be enough. Now, today we have our oral reports. Laura, would you begin please?"

So it was her turn. Her throat tightened as she thought of Diane and Carol and Steve grinning and waiting for her to stumble. But perhaps if she was careful they'd never know she hadn't thought out everything beforehand. Careful, careful, she thought. Look confident.

"Let's try to be prompt." Miss Merrill tapped the cover of Adventures In Literature with her fountain pen.

Laura pushed her way to the front of the class. Before her, the room was large and still; twenty-five round, blurred, faces stared blankly. Was that Diane's laughter? She folded her hands and looked at the wall, strangely distant now, its brown paint cracked and peeling. A dusty portrait of Robert Frost, a card with the seven rules for better paragraphs, last year's calendar .... And the steady, hollow ticking of the clock.

Laura cleared her throat. "Well," she began, "my report is on civil rights." A chorus of snickers rose from the back of the room.

"Most people," Laura continued, "most people don't care enough about others. Here in New England, they think they're pretty far removed from discrimination and violence. Lots of people just sit back and fold their hands and wait for somebody else to do the work. But I think we're all responsible for people that haven't had the advantages ...."

Diane was giggling and gesturing at Steve Becker. All she ever thought about was parties and dates. And such dates! Always the president of student council or the captain of the football team.

"A lot of people think that race prejudice is limited to the South. But most of us are prejudiced - whether we know it or not. It's not just that we don't give other people a chance; we don't give ourselves a chance either. We form narrow opinions and then we don't see the truth. We keep right on believing that we're open - minded liberals when all we're doing is deceiving ourselves."

How many of them cared about truth? Laura looked past the rows of blank empty faces. Past the bored stares and cynical grins.

"But I think we should try to forget our prejudices. We must realize now that we've done too little for too long. We must accept the fact that one man's misfortune is every man's responsibility that thousands of people are denied."

But none of them knew what it was like to be unwanted, unaccepted. Did Steve know? Did Diane?

"Most of us are proud to say that we live in a free country. But is this really true? Can we call the United States a free country when millions of people face prejudice and discrimination? As long as one person is forbidden to share the basic rights we take for granted, as long as we are still victims of irrational hatreds, there can be no freedom. Only when every American learns to respect the dignity of his fellow man can we truly call our country free."

The class was silent. "Very nice, Laura." Things remained quiet as other students droned through their reports. Then Miss Merrill looked briskly around the room. "Now Rachel, I believe you're next."

There was a ripple of dry, humorless laughter - almost, Laura thought, like the sound of a rattlesnake. Rachel stood before the class now, her face red, her heavy arms piled with boxes.

Diane Goddard tossed back her head and winked at Steve.

"Well, well, don't we have lots of things to show," said Miss Merrill. "But aren't you going to put those boxes down, Rachel? No, no, not there!"

"Man, that kid's dumb," muttered Steve, and his voice could be clearly heard all through the room.

With a brisk rattle, Miss Merrill's pen tapped the desk for silence.

Rachel's slow smile twitched at the corners. She looked frightened. There was a crash and a clatter as the tower of boxes slid to the floor. Now everyone was giggling.

"Hurry and pick them up," said Miss Merrill sharply.

Rachel crouched on her knees and began very clumsily to gather her scattered treasures. Papers and boxes lay all about, and some of the boxes had broken open, spilling their contents in wild confusion. No one went to help. At last she scrambled to her feet and began fumbling with her notes.

"My - - report is on shells."

A cold and stony silence had settled upon the room.

"Lots of people collect shells because they're kind of pretty - sort of, and you just find them on the beach."

"Well, whaddaya know!" It was Steve's voice, softer this time, but all mock amazement. Laura jabbed her notebook with her pencil. Why did they have to laugh?

"This one," Rachel was saying as she opened one of the boxes, it's one of the best." Off came the layers of paper and there, at last, smooth and pearly and shimmering, was the shell. Rachel turned it lovingly in her hands. White, fluted sides, like the close-curled petals of a flower; a scrolled coral back.....Laura held her breath. It was beautiful, really beautiful. But at the back of the room the snickers were beginning again.

"Bet she got it at Woolworth's," somebody whispered.

"Or in a trash dump." That was Diane.

Rachel pretended not to hear, but her face was getting very red and Laura could see she was flustered.

"Here's another that's kind of pretty. I found it last summer at Ogunquit." In her outstretched hand there was a small, drab, brownish object. A common snail shell. "It's called a .... it's called ...."

Rachel rustled through her notes. "I - I can't find it. But it was here. It was in here somewhere. I know it was." Her broad face had turned bright pink again. "Just can't find it..."

Miss Merrill stood up and strode toward her. "Rachel," she said sharply, "we are supposed to be prepared when we make an oral report. Now, I'm sure you remember those rules on page twenty-one. I expect you to know these things. Next time you must have your material organized."

The bell sounded, ending the period. Miss Merrill collected her books.

And then suddenly, chairs were shoved aside at the back of the room, and there was the sound of many voices whispering. They were standing now, whole rows of them, their faces grinning with delight. Choked giggles, shuffling feet - and then applause. That was when Laura saw that they were all wearing little white cards with a fat frizzy-haired figure drawn on the front. What did it mean? She looked more closely. "HORTENSKY FAN CLUB," said the bright red letters.

So that was what the whispering had been about all morning. She'd been wrong. They weren't out to get her after all. It was only Rachel.

Diane was nudging her and holding out a card. "Hey, Laura, here's one for you to wear."

For a moment Laura stared at the card. She looked from Rachel's frightened face to Diane's mocking smile, and she heard the pulsing, frenzied rhythm of the claps and the stamping, faster and faster. Her hands trembled as she picked up the card and pinned it to her sweater. And as she turned, she saw Rachel's stricken look.

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"She's a creep, isn't she?" Diane's voice was soft and intimate. And Laura began to clap.

FOR DISCUSSION

1. When Laura picks up the Fan Club card, why do you think her hands trembled? What has she been afraid of? If you were Laura, how would you feel when the card is offered to you? Express your probable reactions in a paragraph or poem.

2. How does the story make the point that goodness in theory may not become goodness in actual practice? How would the story differ if the ideals Laura talked about in her report were put into action?

3. Why do you think the in group turns against Rachel? What standards has she failed to meet? Discuss the problems a student faces when he is rejected by an in group. What should he do: Find ways to fight back? Act superior? Become a loner? Regard himself as a hopeless failure? Conform in behavior and clothes and hope for acceptance later on? Develop his own interests? If you were Rachel, what would you do?

LABELS

MAY I PLEASE BE STAMPED AS ACCEPTABLE?
OF COURSE NOT.
BUT WHY?
BECAUSE YOU'RE A BLURT.
SO?
SO YOU'RE UNACCEPTABLE.
BUT WHY?
BECAUSE BLURTS ARE UNACCEPTABLE.
WHO SAYS SO?
THEY DO.
WHO ARE THEY?
I DON'T KNOW - EVERYONE.
WHAT DO THEY SAY?
THEY SAY THAT BLURTS AREN'T VERY CLEAN.
WELL, I'M A BLURT, I TAKE A BATH EVERY DAY.
THEY ALSO SAY THAT BLURTS ARE LAZY.
I HAVE A STEADY JOB.
THEY SAY BLURTS ARE TROUBLEMAKERS.
I LEAD A QUIET LIFE AND PAY MY TAXES.
CAN YOU PROVE ALL THESE THINGS?
YES.
HMMMMM.
WELL, MAY I PLEASE BE STAMPED AS ACCEPTABLE?
OF COURSE NOT.
BUT WHY?
BECAUSE YOU'RE A BLURT.

ESCAPE ON MONDAY #62

To protect herself from the pain of rejection, Veronica has developed an attitude of sullen defiance toward her mother. As the novel begins, they are arguing over the length of a skirt. Mrs. Mason thinks miniskirts are disgraceful; Veronica is wearing her newest one, very short. She is not allowed to go out with boys, so she says she is going to meet a girl friend at the movies. She is, however, going to meet Terry Marchmont, a boy she has been admiring for some time at the social club to which they both belong. Rather than wear the unattractive skirt her mother has chosen, she runs out of the house. Mrs. Mason follows her to the theater, humiliates her in front of Terry, and the day ends with Veronica in her room without food, water or light. Her father's secret visit gives her some relief from her misery, but she is disgusted with his behavior; she knows he sympathizes with her, but is afraid of a confrontation with his wife.

On Sunday, Veronica meets Terry again, though she has been forbidden to do so by her mother. They go driving, and Veronica confides in Terry her terrible problems at home. Terry is understanding, and suggests that when Veronica turns seventeen, the age at which she can legally leave home, she come to live in his mother's rooming house. After the drive, they have dinner with Terry's mother. Mrs. Marchmont is warm and understanding. She listens sympathetically to Veronica's problems, but suggests that Mrs. Mason may also be miserable. She urges that Veronica try to understand what is causing her mother's depression. Terry too is convinced that Mrs. Mason is mentally ill and needs help. Veronica comes home full of good intentions, but another violent argument sends her to her room, and she resolves to leave home. That night, her father explains that her mother has always blamed her for the accident that killed her brother when Veronica was three years old.

On Monday morning, Veronica writes her father a note, telling him where he can find her. After leaving the hairdresser's where she works, she goes to the club to meet Terry, but finds a message from him instead. Mrs. Marchmont has suffered a broken leg in an automobile accident and is in the hospital. Veronica is to meet Terry at the house. She goes there, determined not to go home, but to take over the duties of the boarding house until Mrs. Marchmont is well. But Mr. Mason arrives at the house that evening, frantic. His wife, in a fit of hysterics brought on by Veronica's disappearance, has threatened to destroy his precious ship models unless he brings Veronica back immediately. Terry and Veronica arrive just in time to save Mrs. Mason from suicide. Veronica goes back to Mrs. Marchmont's house, after her mother is taken to a hospital. Nothing is resolved, but the reader is left with the impression that Veronica and her parents will eventually find new ways of relating to one another.

For complete reading refer to novel:
"Escape On Monday" by Dianne Doubtfire

DISCUSSING THE NOVEL:

Saturday -

1. When Veronica's mother stops her from going to meet Terry, Veronica is wearing "the shortest (skirt) she had ever had." Do you think she has any reasons for wearing such a short skirt besides just liking the way it looks?

2. Veronica feels she is "forced to be deceitful," by her mother's unreasonable restrictions. Does she really have a choice? What would have happened if she had refused to lie; if she had had it out with her mother from the beginning, instead of pretending to obey?

3. Veronica feels that she has to "play it cool," because, "it would never do for Terry to guess how she felt about him." When Veronica does admit her feelings, how does Terry react? What would have happened if she had revealed more of her feelings about Terry sooner? How do you think Veronica developed the habit of hiding her feelings?

4. What is Terry's reaction to hearing Veronica's description of her mother? Why did it never occur to Veronica that her mother might be mentally ill? Why do you think Mrs. Mason is so fanatical about keeping her house clean? By putting all her energies into housecleaning, what does she avoid having to think about? What reaction might she hope to get from her husband and daughter by always seeming overworked?

5. What could Mr. Mason have done to remedy the family situation? Do you see any relationship between his passion for making model ships and his wife's passion for housecleaning? Why does he always seem "to do whatever her (Veronica's) mother suggested, without any argument?" Veronica loves her father, but sees him as "weak and dishonest." Do you agree with her opinion of him? In what way is he dishonest?

6. Which character in the book reminds you of the "reader," the "fearer," or the "horror," in Auden's poem, "O Where Are You Going?" Which character or characters remind you of the "rider," the "farer," or the "hearer?"

DISCUSSING THE NOVEL:

Sunday -

1. Veronica's father thought he was protecting his daughter by keeping details of Nigel's death a secret. Was this a mistake? Should a parent "protect" a child from the truth if he feels the truth might be painful or damaging? If Veronica had been told the truth earlier, how might it have changed her relationship with her mother? How might it have changed her parents' relationship with each other?

2. Why does Mrs. Mason try to do all she can to make Veronica's life miserable? Is it really Veronica's short skirts and Terry's long hair that bother her? If Terry had short hair and Veronica wore longer skirts, would it improve their relationship?

3. Does Veronica forgive her mother after she begins to understand her? Does she love her? How do your own feelings toward Mrs. Mason change when you find out that she is mentally ill?

4. Veronica feels that, although her mother has brought much of her own misery upon herself, "that didn't make it any better. In fact, it probably made it worse..." What does she mean by this? How do you think Mrs. Mason feels about the way she treats Veronica? If she feels guilty about it, would this make her resent Veronica even more? How would it make her feel about herself?

5. Mr. Mason has known for years that his wife needs help, but refuses to see a doctor. What might be her reason for refusing? Why are many people reluctant to seek psychological help? If someone in your family were in this situation, how would you handle it? Would you see to it that the person got help? How?

6. Terry and his mother have faced tragedy in their lives too. How did Mrs. Marchmont cope with the early death of her husband? How has Terry coped with the loss of his father? Tragedy has torn Veronica's family apart;why does it seem to have drawn Terry and his mother closer together? What are the differences in the situations? Do you think Veronica and her mother would have had a good relationship even if a family tragedy had not occurred? Discuss.

Escape On Monday, cont.

DISCUSSING THE NOVEL:

Monday -

1. What are Veronica's alternatives to leaving home? Would you make the same choice she made? Why, or why not?

2. If Mrs. Mason really hates her daughter, why does she insist that her husband bring Veronica home? What are her real feelings toward Veronica?

3. Reread Terry's song, "Bend Like The Willow." Do you agree with the lyrics of the song? Veronica never seems to "bend." Which character in the book bends too much? When should Veronica have bent more? When should her father have bent less?

4. Think about the title of the book, ESCAPE ON MONDAY. By leaving home, does Veronica really "escape" the crisis in her family? When does she really begin to cope with it?

PLAY THE "WHAT WOULD HAPPEN IF" GAME

#63

DIRECTIONS:
Check one box from each of the sections below. After you have made your selection, look below at the corresponding section and number. The choices you make will determine your decision-making situation.

SECTION A:	SECTION B:	SECTION C:	SECTION D:
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

SECTION A:

☐ 1. You are dating someone your parents disapprove of.
☐ 2. Your father has bought tickets to a pro football game for you and your younger brother. The day before the game, your friends make plans for an all-day outing. You would rather be with your friends.
☐ 3. Your friends are trying to convince you to smoke cigarettes. You don't want to.
☐ 4. Your friends meet somewhere and decide to go to a place you know your parents would disapprove of. Everybody is getting ready to leave.
☐ 5. You have sided with the unpopular view in a community that's fighting pollution caused by the town's leading industry.
☐ 6. Most of the kids are wearing blue jeans to school. Your parents think it's improper. You don't.

SECTION B:

☐ 1. You've never gotten along with your parents.
☐ 2. You have a younger brother or sister who looks up to you.
☐ 3. Your parents don't seem to care what you do.
☐ 4. You've always gotten along with your parents.
☐ 5. Your parents are superstrict.
☐ 6. You have an older brother or sister you must measure up to.

SECTION C:

☐ 1. You're a loner.
☐ 2. You have one best friend.
☐ 3. You belong to a popular clique.
☐ 4. You are easily influenced by your friends.
☐ 5. You are a leader among your friends.
☐ 6. You have trouble making friends.

SECTION D:

☐ 1. You are shy.
☐ 2. You are generally irresponsible.
☐ 3. You stand up for your beliefs.
☐ 4. You are a bad student.
☐ 5. You are stubborn.
☐ 6. You are a good student.

WHAT WOULD HAPPEN IF GAME (cont.)

For Each Choice You Selected:

1. Write a short composition using the first person, exploring the alternatives you have in your decision-making situation, stating your final course of action (your decision) and your method of reaching this decision.

2. Act out your situation, using other members of the class as needed. Discuss with the class the course of action you have chosen in each situation.

WHAT WOULD YOU DO? #64

PROBLEM I: Jennifer has been your only girl friend for two months. You still like her, but you would like to see other girls too - - especially Laurie, the girl who just moved into your neighborhood.

SOLUTION A: Do nothing, and just wait. Maybe Jennifer will get tired of having just one boy friend. Let her make the first move.

SOLUTION B: Tell Jennifer you have to baby-sit for your little brother on Saturday. Then you can go ice-skating with Laurie. You won't have to worry about meeting Jennifer, because she hates to ice-skate.

SOLUTION C: Explain how you feel. Tell Jennifer you still like her, but want to see other girls, too. Of course, you'll have to understand if she wants to see other boys. And you run the risk that she'll be so angry she might even want to end her friendship with you.

PROBLEM II: All your friends "help" each other with test answers when the teacher is not looking. You feel this is dishonest, but if you refuse to give answers, they will think you are a "prude."

SOLUTION A: Follow your own conscience. If you think something is wrong, don't do it.

SOLUTION B: If everyone else is doing it, you're just cheating yourself. Why should they be able to get "help" on tests, and not you? Go along with them - just don't get caught!

SOLUTION C: You're cheating if you ask for an answer. If you just help someone out once in a while, your friends will think you're okay, and you won't be cheating - not really.

SOLUTION D: Cheating is wrong. It is not only your responsibility to be honest, yourself, but to report others who are not.

PROBLEM III: Jerry has invited you to the school dance. You were hoping Marty would ask you, but he hasn't, yet. If you accept Jerry's invitation and then Marty calls, you will feel like killing yourself. But if you don't accept now, you may not have a date for the dance at all.

SOLUTION A: Turn down Jerry's invitation and keep hoping Marty will call.

SOLUTION B: Play it safe - accept Jerry's invitation.

SOLUTION C: Don't just sit around waiting. Call up Marty and ask him if he would like to go to the dance with you.

SOLUTION D: Tell Jerry you will go to the dance with him. Then if Marty calls, you can break the date. (Have a good excuse ready, just in case.)

PROBLEM IV: All your friends get a much higher allowance than you. You never have enough money to keep up with them. You have discussed it with your parents, but they flatly refuse to raise your allowance, You have tried to get a part-time job, but with no success.

SOLUTION A: Just try to accept the situation. Perhaps your friends would agree to do something free or inexpensive once in a while. Maybe you will also have to make some new friends, who go places you can afford. Then, when you're older, you will be able to get a job.

SOLUTION B: This calls for drastic measures. Tell your parents you will leave home if they won't raise your allowance.

SOLUTION C: Your parents always have money around the house. They would never notice if you took a dollar or two now and then. If they do find out, just tell them they drove you to it by being so stingy.

PROBLEM V: Your father and older sister have had a serious disagreement, and have not spoken to each other for a week. They both would like a truce, but neither one will make the first move. The tense, hostile atmosphere in your home is really getting you down.

SOLUTION A: Mind your own business. If you interfere, they may both end up mad at you!

SOLUTION B: Wait until you are all together. Then tell both of them that they are upsetting your whole family with their hostilities. Suggest that it is now time to end the feud.

SOLUTION C: Tell your father that your sister wants to apologize. Then tell your sister your father wants to make up with her. It sounds complicated, but it might work!

PROBLEM VI: Because of your excellent record in school, your teacher has asked you to make a speech at graduation. Every time you think of standing up on that stage, you get so nervous you break out into a cold sweat. You want to get out of it, but you don't know how.

SOLUTION A: Write the speech. But on the day of graduation, pretend you have a bad sore throat. In a hoarse whisper, ask if someone else can read the speech for you.

SOLUTION B: Thank your teacher for the honor, but explain how you feel. Tell her you just can't do it. She will understand.

SOLUTION C: Muster all the courage you have. Write the best speech you can. Then - do it!

THE CONFLICT GAME

#65

The conflict game consists of two sets of materials:

(1) A set of pictures representive of several conflict situations. (Such as money, drugs, questions of justice, etc.) These could be taken from magazines or other sources available to the teacher.

(2) A set of cards representing different combinations of people who might be engaged in conflict. Such as"

Father & Son
Brother & Sister

Doctor & Teenager
Mother & Daughter

Policeman & Teenager
Boyfriend & Girlfriend

Mother & Son
Teacher & Parent

Teacher & Student
Politician & Teenager

Clergyman & Teenager
Peergroup & Individual

Friend & Friend
Parent & Parent

Father & Daughter
Yourself & Yourself

Employer & Employee
Guidance Counselor & Teenager

Ask students to choose a picture and a card and use this as a basis for one of the following activities:

(a) Writing: Write a short story, dialogue or poem, in which the people on your card resolve the conflict you have picked.

(b) Acting: Two or more students prepare and present a dramatic scene in which people on one card resolve the conflict symbolized on the other.

GROUP POLARIZED INTO WARRING FACTIONS #66

Particularly when a topic of discussion is a controversial one, groups often polarize into two or three factions, each taking an extreme position and refusing to compromise. The opposing faction quickly is perceived as the enemy and even listening to his point of view is treason. This problem frequently crops up with groups who mistakenly believe that the definition of a discussion is "heated argument." What is needed for these groups is some means whereby they can, first of all, realize that issues are not nearly as clear-cut as they may think and that one doesn't have to take an uncompromisingly extreme position to have an interesting discussion. These groups need to be given special opportunities to become better acquainted with each other to break down their image of opposing members as "enemies." They also need to be encouraged to see the issue from the point of view of the opposite side. Activities such as the following might be helpful:

A values continuum can point out to the group that answers to questions are not always black and white and that we can and do often hold positions that are in the gray area between. For this game, the teacher should prepare a long sheet of butcher paper or shelf paper approximately seven feet long. Draw vertical lines to divide it into seven segments of equal size, and attach the chart to the blackboard at eye level. Label the extreme right end of the chart "Totally Bad" and the extreme left end "Totally Good." Explain to the students that the chart represents a values continuum (you may need to define continuum and give examples of other such scales, like thermometers, test scores, etc.) If an act were judged completely good, it would be placed at the far left side of the scale; if it were completely bad, at the far right side of the scale; and if it were judged somewhat in between these two points, it would be placed at the appropriate intermediate position on the scale. Tell the group that you are going to read to them a number of decisions. They are then to go up to the chart and indicate with a crayon of felt-tipped marker where they would place that decision as to its relative morality. A small circle with the member's initial inside is a good way to mark each position.

Describe for the group a wide range of decisions or acts, allowing time after each for every member to indicate his position. Possible situations might be:

> A high school senior writes a term paper for his girl friend, and she turns it in as though it were her own work. How would you judge his and her act?
>
> A high school sophmore looks over the shoulder of a friend and copies four answers on a math test. How would you judge his act? How would you judge the act of his friend?

A sixteen-year-old girl tries on several dresses and walks out of the store with one of them without paying for it. How would you judge her act?

An American soldier shoots a German soldier during World War II. How would you judge his act?

During World War II an American soldier, whose parents were immigrants from Germany, kills his Uncle Fritz who is serving as a captain in Hitler's army. How would you judge the American's act? How would you judge Uncle Fritz'a decision to serve in Hitler's army?

Hitler orders the execution of six million Jews. How would you judge his act?

Commanders of the Allied Forces order the fire-bombing of Dresden, Germany, which resulted in the death of 135,000 civilians. How would you judge this act?

A teacher can devise another list of acts and decisions appropriate for his group. They should reflect a wide range of moral stances to allow for a great diversity of opinion. It might be useful but not necessary for the teacher to include some subject-matter issue of the type that the group has been discussing.

After all students have indicated their positions, the teacher can lead the group to interpret the results. Help them to see that although they may disagree violently on some issues, they are in close agreement on others. This device is particularly useful with groups whose members represent several definite identities: Protestant, Catholics, and Jews, or students, faculty, and administration, or various ethnic groups.

CHEATING

#67

"THE WOODMAN AND THE AXE"

A woodman accidentally dropped his axe into a stream. The god Mercury appeared, pulled a golden axe from the stream, and offered it to the man. "That is not mine," said the woodman. "The axe I lost was of iron, not of gold." Mercury was pleased with the man's honesty. He pulled the iron axe from the stream and gave both axes to the woodman.

Another woodman heard about this event. He decided to drop his axe into the stream. When Mercury pulled out the golden axe, the woodman said it was his. Mercury threw the gold axe back into the water, and the man was left without even his iron one.

MORAL: Honesty Is the Best Policy - Aesop.

Oh yeah? Well why? Because "cheaters never prosper" and honest men get golden axes? Sorry Aesop, old boy. I don't know anybody who's handing out golden axes these days.

THINKING IT OVER: If a person decides to be honest, is it because he or she is aiming for a reward? What kind of reward? What do you think of these two woodmen? How do you suppose they feel about themselves ? Or, to put it another way: Draw a mental picture of each of these two woodmen. What kinds of "self-portraits" do you think they would draw?

Is it important to be proud of yourself? Do you think it is important to "stand on your own two feet"? Is it important to try, even if you sometimes fail? What do these last three questions have to do with honesty and cheating?

WHAT IS CHEATING?

What is cheating? Does it have to do with tests and breaking rules at school? Does it have to do with tricking people, getting something from them dishonestly? Are these people cheating?

_____ 1. A car driver comes to a stop sign. He sees no cars coming and no traffic cop. He doesn't stop.

_____ 2. A girl gives a store clerk one dollar for a candy bar. The clerk gives her 88¢ change plus four more dollars. She keeps the money.

_____ 3. A card player sees his opponent's hand as the opponent reaches for a handkerchief.

_____ 4. A woman who wants to lose weight puts herself on a diet. At lunch she takes one more slice of bread than the diet allows.

_____ 5. Another woman has been put on a diet by her doctor - for health reasons. She also takes one more slice of bread at lunch than the diet allows.

_____ 6. Jane's parents have told her she cannot spend time with Judy. Jane tells her mother she's going to visit at Mary's house - but visits Judy instead.

_____ 7. A man puts a used, but unmarked, stamp on a letter.

_____ 8. Knowing that a candy bar has gone stale, a sixth grader nevertheless sells it to a third grader.

THINKING IT OVER: Are these people cheating? (Stealing, lying, "just fudging"? What's the difference between these things?) If you had to give a verdict, which ones would you say are "guilty" and which "not guilty"? Are there cases where you're not sure? What reasons do you think the cheaters would give for their actions? Who is going to "prosper"? Who will get hurt? Who is being cheated?

Too many questions? Then try making up a definition for cheating, or try drawing a picture that symbolizes cheating to you. After you've come up with your definition of "cheating," compare it with the dictionary definition. Also compare the words used to define "cheating," with the words used in the dictionary definition of "honesty."

VALUES WORKSHEET #68

Student's Name______________________________ Date______________________

A value is a belief you have that causes you to act the way you do. You make rules for yourself because of your values, or you pick up rules that fit your way of thinking. A value system is a group of values that you follow to get through more complicated times. For example, you wear certain clothes to school but others to a wedding or special event, making sure that colors go together and checking other details to fit the occasion.

Here are some value situations. Make your decisions, then write the rule or rules you have for yourself that you follow in these situations.

1. I am very hungry, I'm at a friend's house. I hate liver. At supper, his mother puts liver on my plate along with servings of other food. I will

   ____,

   Rule(s)______________________________________.

2. I'm walking down the sidewalk. I notice a spider running across in front of me. Just as my next step will reach the path of the spider, I

   ____,

   Rule(s)______________________________________.

3. On the way out the door to go shopping, my folks tell me to have my room cleaned up by the time they get back in a couple of hours. A TV program I like will be on in a few minutes. As soon as the car leaves the driveway, I

   ____,

   Rule(s)______________________________________.

4. A bunch of kids are telling stories about themselves that sound more like bragging than fact. They all look at me as if it were my turn. I

   ____,

   Rule(s)______________________________________.

5. I'm sitting at the show. A lady in front of me has on a hat that is getting in my way. I

   ____,

   Rule(s)______________________________________.

VALUES WORKSHEET (CONTINUED)

6. I am in the store. I see a person taking something off a shelf and heading for the door. I

____,

Rule(s)____.

7. My math assignment is due after activity period, 15 minutes from now. As I finally get started on it, I notice another student's paper with all the problems worked out. I decide to

____,

Rule(s)____.

8. I have an old pair of tennis shoes and a new pair. Before going to the park to shoot baskets, I put on the __________pair.

Rule(s)____.

9. In Career Education class I'm given a Values Worksheet. After reading the first paragraph, I

____,

Rule(s)____.

10. I walk into a class on the first day of school, the first one in the room. I'll get first pick of where I want to sit, so I walk to the ______________of the room and sit down.

Rule(s)____.

11. I have 50¢. There's a MAD magazine and some candy. Each costs 50¢. I buy the ____________________.

Rule(s)____.

12. Two kids are giving another kid a bad time. I know all three of them, so I

____,

Rule(s)____.

13. The class is boring, and so are the assignments. My folks give me money for good grades. I will probably

____,

Rule(s)____.

VALUES WORKSHEET (CONTINUED)

14. There's a purse on the road. An address and some money are in it, I'll

____,

Rule(s)____.

15. We're having an argument. My friend, who is bigger than I am, is getting pretty mad. I'm going to

____,

Rule(s)____.

16. I'd like to have some regular spending money, so I guess I'll go out and

____,

Rule(s)____.

17. I'm getting close to the end of the assignment; just a couple more to go. I'll just____,

Rule(s)____.

18. I'm sitting around at home. Nobody is around. I'm feeling real lazy, so I

____,

Rule(s)____.

19. I'm tired. It's late. I have to get up early tomorrow. I look at my toothbrush and

____,

Rule(s)____.

20. I'm sitting around at home. Nobody is around. I'm feeling real lazy. Someone I know is walking by the house, so I'll

____,

Rule(s)____.

A QUESTION OF VALUES

#69

THE PHILADELPHIA FOOTBALL STORY

Before reading this article about what happened to the athletic program in the Philadelphia public schools, try to decide in advance who stands where on the relative merits of sports and studies. Check the box that you think is the right answer:

1. What's more important to the general welfare of society?
   - ☐ SPORTS
   - ☐ STUDIES
2. What's more important to the average taxpayer?
   - ☐ SPORTS
   - ☐ STUDIES
3. What's more important to the average teacher?
   - ☐ SPORTS
   - ☐ STUDIES
4. What's more important to the average student?
   - ☐ SPORTS
   - ☐ STUDIES
5. What's more important to you?
   - ☐ SPORTS
   - ☐ STUDIES

Does "sports" or "studies" win the exercise? (The winner is the one checked most often.) Which of the two choices, in your opinion, SHOULD win? If you think the conflict is theoretical and would never come up in the real world, consider what happened in Philadelphia recently:

A QUESTION OF VALUES: Central High School's coach Ed Veith sounds hard to believe. Here the citizens of Philadelphia had just raised an uproar. It was so loud that the Board of Education reversed an economy move which called for cutting out all extra-curricular activities and sports this year. For Coach Veith the move means, among other things, that he'll lead Central's city champion football team to defend its title.

So what does he say? "It's a sad commentary on adulthood. A bad example to set for the kids."

A hopelessly ungrateful man? Not at all. Coach Veith likes his job and is glad to be back at it. But, like a great many other people in this city, he doesn't much care for the events that preceded the return of football this year. In fact, to get sports reinstated took nearly four months of pressure from parents, endless meetings, a threat of lawsuits by students, and the intervention of two mayoral candidates.

The results, moreover, haven't really satisfied anyone. Students figure they've gotten a runaround. Some teachers suspect the whole crisis was staged. The superintendent of schools is disheartened by how hard citizens fought for sports and how little they did for basic education. And parents and other taxpayers have almost nothing to cheer about. They may have to go through the whole crisis again later.

"All we have right now is a promise from two mayoral candidates that they'll come up with enough money for the whole year," says Dr. Mark Shedd, Philadelphia's superintendent of schools. "But none of this has been enacted into law, and if we don't get any additional funds we'll have to shut schools down on May 17 - at 2:30 P.M."

LOTS OF COMPANY: All of which bodes poorly, not only for Philadelphia, but for many other school districts in cities across the U.S.

The root of Philadelphia's sports difficulties is money. And in that respect the city has lots of company around the nation. Costs have soared in recent years. But school income, most of which comes from property taxes, has failed to keep pace. Taxpayers, meanwhile, have been increasingly reluctant to vote for rate increases that would provide more money for their schools. So school district after school district has been faced with belt-tightening of the most serious kind.

For Philadelphia, that time came last May when the school board found it had literally run out of money to pay its teachers. It got around the problem at the time by borrowing the funds. But it was also clear that the board had to make drastic cuts in this year's budget if schools were to continue operating at all.

The solution it came up with was to cut 600 teaching posts, 900 service jobs, plus all extracurricular activities, including both varsity and intramural sports. "No one could believe it," says Bruce Zafran, a 16 year-old junior at Central High. "I just couldn't imagine a school without sports."

A lot of other teachers and students apparently felt the same way. Indeed, so many found the idea preposterous that a good number became convinced that the crisis itself was phony. "They were playing around just to scare us," says Harold Mitchell, a 17 year-old senior at Germantown High School. "It was a way to get more money on the sly. All summer long I thought they'd have sports."

PARENTS INVOLVED: Many other citizens, though, weren't so positive - and began lobbying. The Lincoln's Fathers Club and dozens of other civic groups began to bring concerted pressure on the school board to resume sports. Letters poured into local newspapers protesting the cut. The telephones at the Board of Education kept ringing, callers indignantly demanding that varsity competition be restored.

"There's a tremendous emotional investment in sports," says Sylvian Boni, a parent and teacher, as he tries to explain his personal interest in high school sports. "I played here," he says of Central High, "and now my son Mike plays (on the varsity soccer team) here."

Such concern may be a reason why Dr. and Mrs. Burton Fleming, like other active parents, were busy last summer. They were outlining ways they might get their high school kids together with others so they could hire a coach if the sports program collapsed. And it may also explain why Edward Moody's parents wouldn't even wait to see how the issue came out. They moved out of the city, according to Germantown High's coach Larry Benjamin, "because we might not have had football." "It was a big loss," Coach Benjamin adds. "Moody was potentially one of the best centers in the city."

For a while it looked like the Moodys may have called the only move possible. When coaches and athletes went out to practice at the start of September they found the gates locked on most athletic fields. What's more, the Board of Education seemed to be standing firm on its decision.

HELP FROM THE PROS: This was also when the pro sports sentiment started to hit new peaks. Both Republican and Democratic candidates for mayor had become involved in the situation. A big demonstration had been slated. And then Leonard Tose, owner of the Philadelphia Eagles professional football team, dug into his own pocket and donated $79,000 - enough money to keep the varsity football program going for one season.

The donation, coming on top of the other pressures, was instrumental in prompting the board fo reverse its initial plan and restore not only football but the entire $4.5 million extracurricular program.

COUNTER PROTESTS: Curiously enough it didn't earn Mr. Tose the accolades one might have thought. "When we cut teaching jobs, nobody hollered," says Superintendent of Schools Mark Shedd. "But when it came to football everybody got into the act," he adds with a touch or irony. In widely publicized interviews he went on to charge that this neglect of basic education represents "misplaced values" among the American public.

Many educators and professional people promptly agreed with him. Observed the New York Times gloomily in an editorial: "When people face an economic squeeze, their judgment of what is truly important is put to the test. The view from Philadelphia offers little comfort to those who do not regard the public schools as primarily a branch of mass entertainment."

The cuts in teaching jobs have, in face, had some effect on the quality of education. Among the first jobs to be slashed, for example, were 52 physical education teachers at the elementary level. "Nationally this elementary physical education is the area of greatest concern because so little has been done about it," says Stan Peffel, head of physical education in the Philadelphia system. "These teachers haven't been replaced either," he adds.

So far there are no definitive figures but the 600 fewer teaching jobs will probably mean in increase of "one or two kids per class." There are about 12,500 teachers and 285,000 students in the whole system. That may not seem like much of a change, admits Mr. Peffel, "but it's a step backward, toward mediocrity. That's the wrong way to go."

For Dr. Shedd the arguments are even more pronounced. "Our whole democratic way of life is at stake," he says. He goes on to explain that one way to keep order in society is through force. Another and much more complex way is through reason. If reason is to prevail, he says, we need educated citizens. So, he adds, "we must make a basic commitment to education. We can't let our schools die of starvation and atrophy."

COUNTER COUNTER PROTESTS: The sports enthusiasts haven't been put off, and have marshalled equally as strong arguments for sports. Sports give kids an outlet for their energy and an alternative to hanging around or joining a gang. This, they say, is about the biggest problem for kids in Philadelphia. Furthermore, for some kids it serves as the most compelling reason for going to school - something kids themselves readily confirm. "If there had been no football, or basketball, or other sports," says Sam Wycke, a 17 year-old senior at Germantown High, "most of the guys would have been cutting school and not coming around."

And some within the school system argue that sports play a special role for many of Philadelphia's school population. About 60 percent of the school population is black, notes S.C. Ruffin, Jr., principal of Germantown High School, himself a Negro. "With the black kids especially, the athlete is someone to look up to - to pattern oneself after," Mr. Ruffin says. If you want that, he adds, then citizens should be willing to provide the appropriate outlets for it. "The middle-class guy can get his own activities. But for the black youth here in the city you've got to have people that are paid and on the job, right there. Otherwise, he won't get involved."

For all the debate and acrimony both sides - the sports proponents and those who want to stress basic education - are essentially in agreement. As Stan Peffel puts it, "The problem is to get enough money to do both. It's not good that we have to say one thing is more important than another. There are all kinds of ways in which you can teach."

Now just one minute, Mr. Peffel. You say both sports and studies are both important and you shouldn't have to choose between them. But you did have to choose. And other school systems may have to choose also. Will they trim their library program before they trim their sports program? What does your school system do when taxpayers demand cutbacks in school spending? The coach cries for one thing? The math teacher cries for something else? Who wins at your school?

TWENTY THINGS I LOVE TO DO

#70

NAME____________________

Most of us have lots of things we like to do but the things we really love to do are fewer. Make a list of 20 things you love to do in the table below.

EXAMPLE: I love to walk in the rain.

NOTE: This material is confidential. The teacher will not see it unless you want him to.

1	2	3	4	5	6	
						1.
						2.
						3.
						4.
						5.
						6.
						7.
						8.
						9.
						10.
						11.
						12.
						13.
						14.
						15.
						16.
						17.
						18.
						19.
						20.

Twenty Things I Love To Do, cont.

1. Put a dollar sign in column 1 by each item that requires a cost of at least $3.00 any time you do it.

2. Place a "P" in column 2 by each item which is more fun for you to do with people and an "A" in column 2 if that item is more fun alone.

3. In column 3, put a "5" in front of any item that would not have been on your list if you had written it 5 years ago.

4. Use letters "PL" in column 4 for any item which requires planning before you do it.

5. Put a "D" in column 5 in front of anything you love to do which most of your neighbors would disapprove of.

6. In column 6 write for each item on your list the date when you did it last. A numbered date might be easier to write. For example, if it was January of 1972 write: 1/72.

7. Read over your list of 20 items and pick out the top five things you love to do. Number them 1 - 5.

After you finish steps 1 - 6, make "I learned" sentences on the back of this sheet.

EXAMPLE: I learned that almost everything I love, takes money because 15 out of the 20 items cost me more than $3.00 to do them.

WRITING A PHILOSOPHY OF LIFE

#71

A philosophy of life is composed of the values, beliefs, convictions, attitudes and goals that you as a person hold. One way to get these into focus is to write them down. In writing your philosophy of life try to answer the following questions:

1. How do I feel about other people? My relationship to my fellow man?
2. How do I feel about religion in my life?
3. How do I feel about the virtues of thrift, hard work, ambition, getting a job?
4. How do I feel about the acquisition of money?
5. How would I define success?
6. How do I feel about marriage and starting a family?
7. What is my attitude towards getting more education than the law requires?
8. What is my attitude towards being a citizen of the United States of America?
9. How do I feel about being a member of a family group?
10. Anything else that I might want to say about my feelings.

Person teaching the class can utilize this assignment in any way they see fit.

TOLL BOOTH VALUES

#72

DIRECTIONS: Write out answers to questions below. Later, you will have a chance to discuss your answers with a small group of students. You need not reveal your answers to anyone if you choose not to do so.

New Rochelle, N.Y., Oct. 27* - When the red light turns to green and reads "Thank You" at any one of the automatic toll booths of the New England Thruway here, it does not mean what it says. At least not if the motorist has short-changed the machine or dropped the lead washers or foreign coins into it.

The State Police reported today after a two-week campaign against toll cheaters that they had arrested 151 persons. They have been fined in City Court from $25 each for first offenders to $250 for multiple offenders.

Lieut. Thomas F. Darby reported that the offenders included a clergyman, a doctor, a dentist, an atomic scientist, lawyers and quite a number of engineers, advertising men and salesmen.

What the offenders did not know, the lieutenant said, was that new toll-booth glass with one-way vision prevented them from seeing watchful troopers inside.

Neither did they know, the lieutenant continued, that the license plate of each offender was recorded, along with the objects he dropped into the machine.

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*Date line "New Rochelle," The New York Times, October 28, 1961.

1. Under what circumstances would you try to pass a toll machine without properly paying the fee? Check the most applicable reply below:

_____ Only if I was certain that I would not be caught.
_____ If I felt I had a good chance of not getting caught.
_____ Never, under any circumstances.
_____ Only if I needed the money desperately, like for family food supplies.
_____ (Write any other choice that suits you:)

2. Among the 151 persons arrested, there was only one clergyman, doctor, dentist, and atomic scientist. On the other hand, there were several lawyers, engineers, advertising men and salesmen. Do you think that this means that persons in the first group of occupations are more honest than those in the second group. Discuss.

3. Do you think that this behavior is serious? Do you think these persons are likely to be dishonest in other ways that would be more serious? Discuss.

4. Return to question 1 and put an X by the reply that you would make to this: Under what circumstances would you keep a dime that was returned in error in a phone booth?

5. How do you account for any differences in your answers to questions 1 and 4, if any?

6. Are you clear about how you feel about illegal behavior? Discuss.

VALUES THROUGH MUSIC

#73

Music is definitely a part of the students' world. Use of popular music in your class can be extremely motivating. Below the lyrics of a Simon and Garfunkel song are the basis of the following values sheet. It might be effective to play the record before this exercise.

El Condor Pasa*

I'd rather be a sparrow than a snail.
Yes, I would.
If I could,
I surely would.

I'd rather be a hammer than a nail.
Yes, I would.
If I could,
I surely would.

Away, I'd rather sail away,
Like a swan that's here and gone.
A man gets tied up to the ground,
He gives the earth its saddest sound.
Its saddest sound.

I'd rather be a forest than a street.
Yes, I would.
If I could,
I surely would.

I'd rather feel the earth beneath my feet.
Yes, I would.
If I could,
I surely would.

1. The writer says he would rather be a sparrow than a snail, a hammer rather than a nail, and a forest rather than a street. Give reasons why you think he might feel that way in each case. Do you agree in each case?

2. What do you think this song is about? Some people say it is about ecology, others say it is about freedom. What do you think? Do you have a different idea? Explain your answer.

3. Probably the most important line in this song is: "A man gets tied up to the ground, He gives the earth its saddest sound." List ways this might be true. Do you agree?

4. How do you see the role of man on earth? Has man been good for earth or not?

*Lyric by Paul Simon, Bridge Over Troubled Water.

5. Should man come first in the world? Look at the following situations and write your decision on each situation. Pretend you are a legislator having to vote on laws for the nation.

SITUATION A:

The starlet Rachael Wonderful loves tigers. She owns a full-length tiger-skin coat, her car has tiger-skin seat covers, and she is often photographed in a tiger-skin bikini. She plans on having a tiger-skin bedspread and curtains for her home. There is a proposal before the legislature to ban the use of rare animal pelts for human use because of possible extinction of the animals used for their furs. Rachael's argument is that God has created all on earth for man's use and she is only using what God has given to us.

SITUATION B:

In your hometown there is a factory that employs 3000 men. This factory pours out pollutants into the nearby river every day. An anti-pollution bill proposed in the legislature would force the factory to close leaving 3000 people without jobs in your town alone. Jobs are hard to get so that many of the employed workers will be left with no way to support their families.

SITUATION C:

The automobile has been proven to be a major cause of pollution in our country. Also it is known that cars with high-powered gasoline engines are the worst polluters. The law to be considered by the legislature bans all cars that travel faster than 40 miles per hour maximum.

IDENTITY AUCTION

#74

DIRECTIONS:

1. You'll need an auctioneer. If there is an auctioneer-type on the school faculty, sign him or her up. If you're lucky, you may get a positive response when calling for a volunteer in the teacher's room. Principals are often wonderful auctioneers. Sometimes one of your students will fill the bill. He or she needs a quick patter and style. If a student volunteers, chances are he'll be good at the job. If you can't find anyone else, then you are "it".

2. The auctioneer should follow these rules: Talk fast; allow little time for students to cogitate over decisions; be firm and cold-blooded. The students will soon catch on to the panicky rhythm and stampede towards the bidding. The classroom usually gets very noisy, so be sure you are in a setting where the auction won't disturb others in the building.

3. If you are the auctioneer, enlist the aid of a volunteer helper. You will find that observing and possibly keeping a record of who bought what for how much is a full-time job; and if you're the auctioneer you can't do both jobs. The record-keeping isn't necessary, just interesting. Enforcing the subtraction in their "checkbooks" or accounts is necessary, however.

4. The long list of items to be auctioned off is shown on pages Duplicate enough copies so that each child (and you) gets one. The list contains more items than you'll need. That's okay, because you'll probably find no interest in some of them. If that happens, forget them. Nothing is sacred. Take nominations from the floor for the items to be auctioned off. Don't forget the "open" items at the end of the list. Feel free to add some of your own. The children might like to add some or make up their own list entirely. (This latter option, however, usually doesn't work out until the second time around.)

5. Have the children sit in a circle if possible. If not, improvise the most conducive seating arrangement possible.

THE RULES:

1. *This is going to be an auction. I'm going to give each of you a list of things you can buy, and I will auction them off. You can bid against each other for whatever item or items you want. You will each have $2,000 (or whatever amount you select) to spend.* (Allow a few moments for squeals and uproar.)

2. The person on your right is your parent, and the person on your left is your child. If you want to bid on something, you must have your parent's permission (that is, the person on your right) before you can bid. If your parent says you can't have it, you can still bid on it, but if you get it, you must pay double whatever your winning bid was.

3. If you bid and don't have enough money in your account to pay for it, the item goes to the next highest bidder.

4. If you bid and forget to ask for your parent's permission, then you still have to receive permission or pay double. You cannot back out if you have made the highest bid, so be sure you want what you bid on.

5. You must keep your own accounts on your paper, which is your bankbook or checkbook. Be sure to subtract the amount you spend on each item or you might go broke sooner than you want to.

6. No borrowing is allowed.

THE AUCTION:

Distribute the lists and tell the students: Start reading the list now and decide what you want to bid on. Remember the highest bid gets the item. And remember that you must ask your parent's permission.

Allow time for them to read the list. Then ask: Does anyone have and item he wants auctioned? You'll probably get several nominations. List the numbers of the items on the chalkboard or keep track of them in some other manner. Now proceed with the auction.

DISCUSSION QUESTIONS:

"The Identity Auction" usually proves to be uproarious. The reason for the game is often completely lost until a certain amount of quiet returns to the classroom. Try to arrange the auction during the day so that there is at least a half-hour left for discussion. An additional class period helps. It allows children to settle down--and it's easier on the teacher. This additional period should follow soon after the auction - the same day, if possible, or the next.

1. Why do you suppose we did this?
(You can never tell, you might get some answers.) If no one responds, continue with the questions. Avoid giving them an answer. Be tough with yourself. Remember: You want the answers to come from them.

2. Would you like to read off what you bought?
(This is optional and takes much time.) A resounding yes is the usual answer. Let them read, in turn, and giggle; or you can read off the lists and let the youngsters guess who purchased what.

3. Does what you bought make sevse?
Would you really like that, Janie (or Susie or Tommy)? Ask a healthy, outgoing, devel-may-care child. He'll feel safe in discussing it. Usually, at least one child - most often a girl - did buy something not wanted. (Why? Don't know. Cultural role?) Did you act differently because it was an auction? You bring in the auction syndrome, where one buys what one really doesn't want. Hark back to social facilitation and group pressure. Everything is easier in a group and we often are pulled along by the "everybody's-doing-it" reasoning.

4. What does this have to do with real life?
If you are lucky, someone will point out that there are many alternatives of choice in life, and as we go along, we almost deliberately choose our personality characteristics, our opinions, our occupations, etc., to suit an inner picture of the way we are or think we are or hope to be. If nobody says this, never mind. Go on.

5. What determines how you choose these things?
If they-and-you are not exhausted by now, they may talk about how their values are set by society and particularly their family, in addition to their own experience as they go along. If not, let it ride for the time being. Did you notice the way it is in real life? When you are grown up, I suppose you could go out and od anything, but why would you have to pay double? Would it always be money? What would it be if not money? Bucking parents or authority can be done, but it is costly in all kinds of ways - effort, grief, etc. Sometimes the price is too high for some of the things you'd like to do or have. How can the price be too high if you're not using money? We say, "It's not worth it (worth the trouble, worth the effort)" or "It's worth your life", or "I gave it everything I had", etc. And, we don't choose to "pay the price", whatever it is.

6. You didn't bid on everything did you? Why not?
Of course they didn't. Not everybody is alike.

7. Did you notice you couldn't get everything you wanted?
Some items were too expensive; you had spent all your money; too many people wanted it, etc. We actually ration ourselves as to desires, opinions and so on. Usually the first few items in the auction go cheaply; then the prices rise and there is intense competition. Help them say that we invest ourselves in that which suits us and we value one idea or object more than another, depending on our personality or set.

Identity Auction, cont.

8. Do you choose your personality? Do you "buy" parts of yourself? How? Does anyone else do the choosing?
People take on different training or educational experiences, and not always education that comes from school, either. They also pay in time. Sometimes the culture determines how they are set (the East Indian Caste System, for example. Or our own caste system: Junior goes to Harvard because Dad went there, or he joins the Union along with Dad; boys don't cry; girls must not be aggressive, etc.) Do they "buy" some of their behavior by giving up other possibilities?

9. Is there a set of rules? Who makes the rules?
Now look what you've started: In a way, this is a repeat of question 5, but they've been around the full circle in their discussion, and should come out with some sophisticated comments by now.

FOLLOW-UP

1. Have the class, or a committee from the class, develop a list of things they would like to have in an auction. This can be particularly successful after they have tried the original game once to get acquainted with how it works.

2. As the children become experienced with the game, watch for something very unusual to happen: They will use their bidding in a remarkable way. They begin to bid as if they are arguing about the various statements on the list, about which ones are more valid or important. (Examples: One child challenged another to "put your money where your mouth is!" Another child commented that the ultimate value rested on who had some money left and was willing to bid it. This led to a heated discussion of values versus economics that led in turn to a great number of new ideas.)

3. Parents think this is a marvelous "parlor game", and it helps to acquaint them with their children's behavioral science curriculum.

FINAL COMMENTS:

This is actually a game with a rather vague outcome. The idea result of the "identity auction" is the realization that we become much of what we are by a series of choices in terms of what we think of ourselves, what we hope others will think of us and all the permutations of these ideas.

If the children do not come up with this package of concepts, they will at least have absorbed some of the general reasoning involved, and it may simmer along unconsciously for years before they are consciously aware of what was attempted.

Try very hard not to preach. Let the children figure it out; and if they don't, leave the questions hanging for a later date.

Identity seems to be the big thing that young people like to think about and talk about and talk about. Much of their energy is really devoted not only to discovering their own "selves", but also deciding how they would like to shape and direct these "selves".

The latitude of choice for these decisions is very wide in the ideal society, and is progressively narrower for more rigid societies, as well as for more circumscribed personal conditions. The deprived child has less chance to choose than the child who is given everything this world has to offer, even in an open society. However, choosing between alternatives requires that some things must not be chosen. Also implicit is the idea that chosen alternatives must be bought by time and energy, as well as by a concentration of interest.

If your students learn this, they will be well ahead on their way to growing up.

Read aloud? Yes____ No_____

IDENTITY AUCTION LIST

Name____

1. I wish I could join the Peace Corps. (Price paid:__________)
2. I've got to get away from home. (Price paid:__________)
3. I like puppies. (Price paid:__________)
4. I wish I could have a motorcycle. (Price paid:________)
5. I just want to go to college. It's the only way to make it. (Price paid:____________)
6. I want to stay near home among the people I belong with. (Price paid:____________)
7. I am a quiet person. (Price paid:___________)
8. My father is the greatest man in the world. (Price paid:___________)
9. I need to be with people all the time. I like them. (Price paid:______)
10. I like crazy clothes. (Price paid:_________)
11. I wish I could quit school and get a job. (Price paid:_________)
12. Nobody appreciates me. (Price paid:_________)
13. My mother loves me. (Price paid:__________)
14. Leave me alone! (Price paid:__________)
15. The almighty buck is all that really counts. I guess I'll get some. (Price paid:__________)
16. I just want to get married and live a normal life. (Price paid:________)
17. I love working with children. (Price paid:__________)
18. Reading is dumb. (Price paid:__________)
19. School is dumb. (Price paid:__________)
20. I like touching the people I love. (Price paid:__________)
21. I think I'll be a teacher. (Price paid:__________)
22. I want a big family. (Price paid:__________)

Identity Auction List, cont.

23. I want to travel all over the world. (Price paid:_________)

24. Why do I have to rebel? My life is okay. (Price paid:_________)

25. I like squishing my toes in the mud. (Price paid:_________)

26. I just want to be a mother. (Price paid:_________)

27. Why do I have to get my hair cut? I like it this way. (Price paid: _________)

28. Why can't girls be carpenters? (Price paid:_________)

29. I don't want to get married. (Price paid:_________)

30. I am an original thinker. (Price Paid:_________)

31. My parents don't understand me. (Price paid:_________)

32. I want to live my life among my own people in the place I know best. (Price paid:_________)

33. I want to get far away from home. (Price paid:_________)

34. Why are people always bossing me? (Price paid:_________)

35. I want to live my life the way my parents did-they're okay. (Price paid:_________)

36. I'm old enough to be out on my own right now. Why won't they let me? (Price paid:_________)

37. There is nothing quite as nice as having someone take care of you. (Price paid:_________)

38. I want to be a movie star. (Price paid:_________)

39. I hate arithmetic. (Price paid:_________)

40. My sister is a jerk. (Price paid:_________)

41. I love babies. (Price paid:_________)

42. Why do we have to do this? (Price paid:_________)

43. I am very intelligent. (Price paid: _________)

44. My brother is really a monster. (Price paid:_________)

45. I want to be an Air Force pilot. (Price paid:_________)

46. I love everybody. (Price paid:_________)

47. Black is beautiful. (Price paid:_________)

48. I want somebody to scratch my back. (Price paid:_________)

49. I'd walk a mile for a hershey bar. (Price paid:_________)

50. Teachers are stupid. (Price paid:_________)

51. Why did I have to be a girl? (Price paid:_________)

52. Why do I have to like baseball? (Price paid:_________)

53. Girls have the nicest life. (Price paid:_________)

54. Boys are luckier. (Price paid:_________)

55. I think I'd like to trade in my family. (Price paid:_________)

56. I'm lonesome. (Price paid:___ ____)

57. Home is where you feel good. (Price paid:_________)

58. Schools have a nice smell. (Price paid:_________)

59. I hate getting up in the morning. (Price paid:_________)

60. Morning is the best time of day. (Price paid:_________)

61. ____

(Price paid:_________)

62. ____

(Price paid:_________)

63. ____

(Price paid:_________)

64. ____

(Price paid:_________)

65. ____

(Price paid:_________)

66. ____

(Price paid:_________)

67. ____

(Price paid:_________)

MINDING YOUR OWN BUSINESS VS. HELPING THOSE IN NEED #75

I. Some persons say that men are basically selfish, that one must watch out for himself, that it's best to serve your own purposes, avoid hurting others, and "Mind Your Own Business."

II. Other persons say that men must stick together and help one another, or they will fall separately, that no man is an island, that each man's fate if intertwined with other men's fates, and one should "Help Those In Need."

1. What label might be appropriate for each of those positions?
2. Is this a case of "either/or," either you support one position or the other? Are there other positions that one could take concerning this issue? If possible, identify some other positions.
3. Professor Laurence Hopp of Rutgers University suggests that persons who have experienced feelings of being unfairly treated, are likely to take the second position. Would you agree? Have you any evidence for your ideas about this?
4. It has also been suggested that those who have experienced success, who have power and privilege, would likely take the first position, regardless of whether or not they have earlier experienced social injustice. Would you agree? Have you any evidence for your ideas about this?
5. What other explanations might account for persons preferring one position over the other? List them and discuss each briefly.
6. Read each of the eight situations below and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues: Minding Your Own Business VS. Helping Those In Need.

SITUATION A:

You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat.

SITUATION B:

You are in a group of persons with whom you would like to be friends. Two members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

SITUATION C:

The young married couple that lives next to you has a little boy three years old. During a friendly visit to them, you observe that they are energetically teaching the boy to hate a minority group.

Minding Your Own Business VS. Helping Those In Need, cont.

SITUATION D:

An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

SITUATION E:

Someone asks your advice on a tax law that must be voted on in the forthcoming election. The proposed law would not change the total amount of money collected, but would increase taxes for those in the middle and upper income brackets and decrease taxes for those in the lower income brackets.

SITUATION F:

You hear the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

SITUATION G:

You read that Negroes in some areas of the South continue to suffer discrimination and that they are sometimes beaten or even murdered and that the white persons in those areas are angry with those trying to interfere with the way things are.

SITUATION H:

You are asked to make a judgment about U.S. foreign policy. The leaders of country XYZ are about to be thrown out by the citizens there because they are not doing the kind of job that the majority of the citizens desire. Those leaders appeal to the U.S. government for armed support, to keep the citizens from removing them. The U.S. government is concerned because the current leaders vigorously support the U.S.A. in international disputes while the new leaders that would probably emerge in that country are not expected to support the U.S.A. in international matters and would probably request the removal of a large American air base on their territory.

PARENTS INFLUENCE YOUR DECISIONS

#76

Children to a great degree, reflect their parents. By the time a child reaches adolescence, however, he must begin to decide certain things on his own. Below are two family situations. Read them to the class. Discuss the questions that follow at the end of each situation.

1. Born in a little town in Latin America, Eddie and his family moved to the United States to begin a new life. Eddie's father worked hard, saved his money, and bought a small restaurant.

Now a senior in high school, Eddie helps out at the restaurant afternoons and Saturdays. His father can hardly wait for him to finish high school so he can work with him full time. But Eddie wants to go to college, learn a profession, and move out of the ghetto.

Eddie's parents don't think he appreciates his family. What should Eddie do? Should he turn against his parents and family tradition? Would this mean that he didn't appreciate his family? Are his parents right in wanting to keep Eddie with them?

2. Linda, 15, has come home late from a date. Her mother is waiting up for her. While questioning her on who she's been out with, Linda's mother discovers that Linda's date, Jerry, is 18 and not in school. He had to leave because of his mother's illness. Hearing this, Linda's mother forbids Linda to see Jerry again. Linda says, "I don't want to stop seeing Jerry! I like him! Why don't you let me grow up? I'm sick of you and your stupid rules." Linda's mother says "As long as you live under this roof, your father and I have something to say about who your friends are. You are not to see this boy again. The subject is closed."

What decision must Linda make? What can she do to help her parents see her point of view? What should she tell Jerry?

What was the last decision you had to make involving your family or a member of your family? Did anyone help you in making the decision? Was it one you had to make on your own? What was the consequence of your action? Looking back, do you feel you made the right decision, or would you act differently given the same situation again?

"YOU KIDS ARE ALL ALIKE"

#77

Let's suppose it's the week before Christmas and you're given the task of buying a present for each of the following people:

Harry Skinner, a cab driver.

Marsha Truelove, a Red Cross volunteer.

Freddy Faster, a sixth grade "A" student.

Abigail Watson, a senior citizen.

Which of the following gifts would you choose for each?

A desk dictionary.

A rocking chair.

Two tickets to the opera.

A pair of skis.

A leather jacket.

A make-up kit.

A David Cassidy album.

A first-aid kit.

Did You Choose:

The leather jacket for Harry because "it's the kind of clothing a cab driver wears."

The first-aid kit for Marsha since "it may come in handy the next time she helps out in an emergency."

The desk dictionary for Freddy who "can always use a dictionary to help him with his studies."

The rocker for Abigail who "probably doesn't get around too much and who spends most of her time staring out the window."

No doubt these are the "usual" choices. But the people on our list happen to be "un-usual." They don't fit into such neat categories.

Harry is a voice student who drives a cab in his spare time. He has nothing against leather jackets, but he's prefer the opera tickets. He hopes to become an opera singer one of these days.

At 16, Marsha thinks David Cassidy is "super." She listens to his records while doing volunteer work in the Red Cross canteen every afternoon. She doesn't need a first-aid kit to serve coffee and Cokes to servicemen.

Freddy is working on a clown routine for the school Talent Show right now. A make-up kit would help his act a lot more than would a dictionary.

Born in Vermont, Abigail still enjoys skiing down a powdery slope on a brisk winter's day. She'd put those new skis to good use, and has no need of a rocking chair just yet.

Did the labels on these people mislead you into making the "usual choices"? Then you read too much into them. To know a person well you need a great deal of information. More than you'll find on a label. With nothing but a word or two to go on, your mind produced a stereotyped picture rather than a real one.

You Kids Are All Alike, cont.

In printing a "stereotype" is a metal plate which reproduces the same picture over and over. In thinking, a stereotype is a mental picture. It has all people in a particular group looking and acting the same way. Stereotypes can cloud our judgment because they ignore the fact that no two human beings are identical. People just aren't, as the old saying goes, like "peas in a pod."

Take the cab driver, for example. In your mind did you picture him as a middle-aged, rugged, boisterous, gabby family man? That is one stereotype of a "cabbie," - the one you usually meet on TV or in movies. But real cab drivers can be young or old, sensitive, educated, soft-spoken, shy, unmarried, and either male or female. Yet when we think in stereotypes, we tend to ignore this.

Here are some other examples of stereotypes. Do you recognize them?

She wears her hair tied in a bun.
She wears horn-rimmed glasses.
She's a spinster.
She's always saying "sh" to people.
She spends her days surrounded by books.

She is a ____________________

He's fast-talking and fast moving.
His secretary adores and worships him.
He's fearless and can take a beating as well as give one.
He usually outwits the police.
His clients often include beautiful women.

He is a ____________________

She's a big, meddlesome lady with a loud voice.
She pays surprise visits to her children
She's fond of saying "My poor baby."
She has been known to wreck some marriages.
She likes to spoil the children.

She is a ____________________

How true-to-life are these stereotypes? Usually, a stereotype has some truth to it. There probably are some librarians who wear their hair in a bun, private eyes who are chased by beautiful women, and mothers-in-law who are pests. But there are many more who do not fit these descriptions. The danger in the stereotype is that it distorts our understanding of people by ignoring their differences.

Some adults have a way of stereotyping young people. Perhaps you've heard their argument. It goes something like this:

"You kids are all alike. You show no respect for your elders, you have poor manners, and your speech is as sloppy as your dress. You don't realize how good you have it. Now in my day ...."

The harm here is that the person who believes in this stereotype may act on his belief. In the case just mentioned, you - as a young person - would be the victim. Maybe you've already had this experience. Have you ever met a merchant who doesn't trust "kids in his store"? A bus driver who hates "all kids who go to that school on the hill"? A teacher who is suspicious of "a boy with long hair"?

You Kids Are All Alike, cont.

Stereotypes are often used by the mass media - by TV, advertising, the movies, magazines, comics, etc. Sometimes these stereotypes are amusing and entertaining. The hen-pecked husband, the absent-minded professor, the bearded hippie all make us laugh because they are such exaggerations of the real thing.

The mass media rely on the fact that all of us have certain stereotypes in our heads. For example, the column below lists a number of different types of people. Can you match the person to the quality in the right hand column with which he or she is usually associated?

__ 1. Blonds...
__ 2. Fat People...
__ 3. Red Heads...
__ 4. Athletes...
__ 5. Professors...
__ 6. Politicians ...
__ 7. Teenagers ...
__ 8. Actresses...

a. lack respect for adults.
b. aren't scholars.
c. smoke cigars
d. have more fun.
e. are glamorous.
f. are hot-tempered.
g. are always jolly.
h. are absent-minded.

Stereotypes distort the truth. They suggest that all people in a particular group behave in the same way. They also suggest that only these people behave that way. Neither is true.

When people begin to stereotype others on the basis of their race, religion, or nationality, the result is prejudice. Archie Bunker, the "lovable" bigot of TV's All In The Family, is guilty of this. Archie, like most bigots, sees only what he wants to see. Instead of judging people on their merits and abilities, he identifies them with a race or religion or nationality and then either praises or blasts them.

It's important to remember that no one group in our society has a monopoly on brawling, laziness, ignorance, foreign accents, drinking, crime, greed, pushiness, etc. Nor does any one group have a monopoly on beauty, brains, glamor, strength, humor, talent, etc. Every group has its share of all these human qualities.

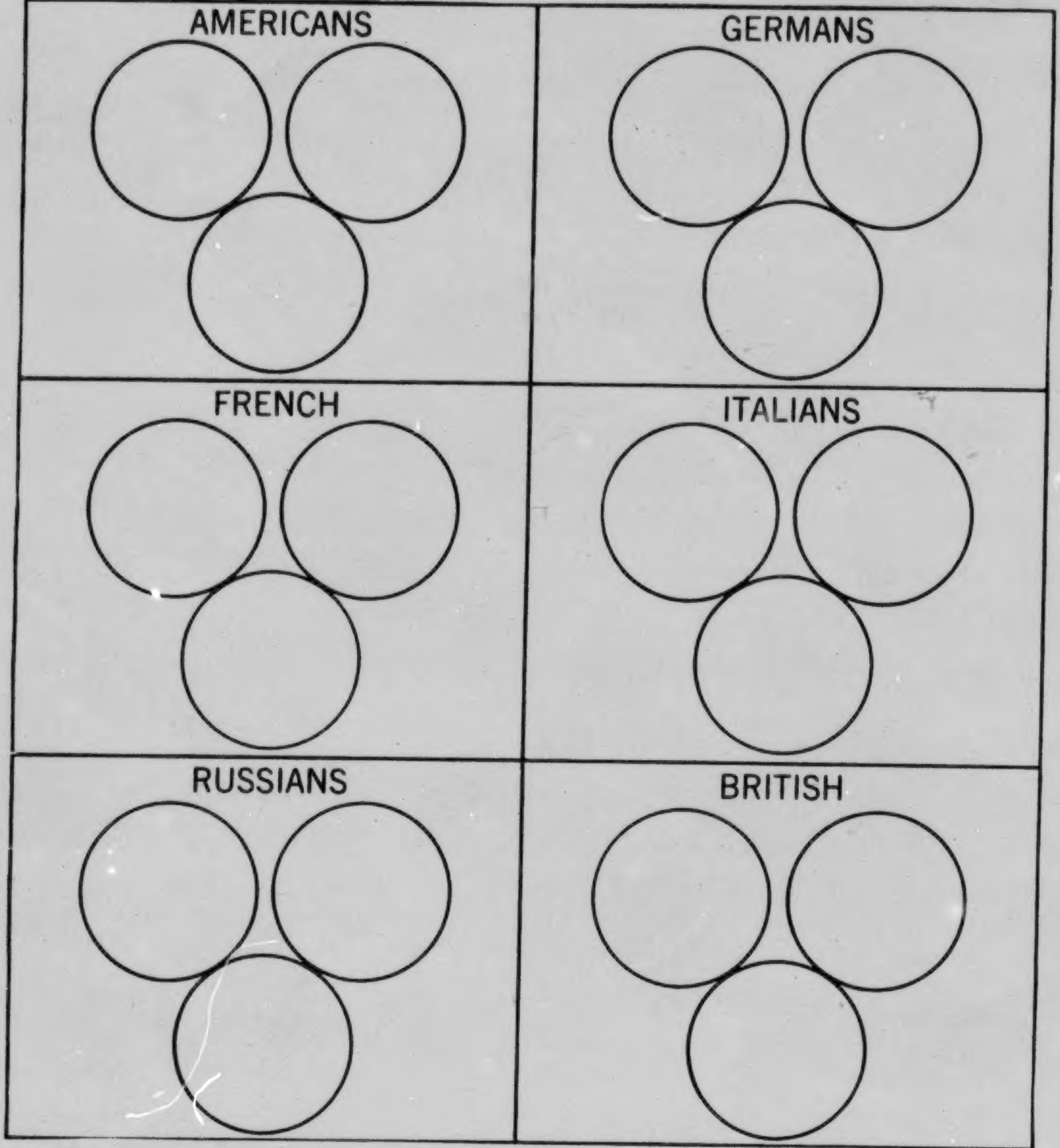
To be sure, a certain amount of stereotyping is bound to occur. We all do it - usually without thinking about it. But it's a good idea to remember that no two people in the world are identical. Thus no label can be pasted on an individual or group that accurately describes that person or group. After all, labels belong on products, not people.

WHO'S WHO?

#78

Projecting the transparency, you can profitably spend 15 - 20 minutes asking one student volunteer to suggest which words ("practical, moody, affectionate," etc.) he associates with which nationalities (American, German, French, etc.) The rest of the class may then want to challenge the volunteer's choices, based on their own assumptions about America and other countries.

What's your image of the following nationalities? Fill in the circles with the words listed below. You may use the same word more than once.



PRACTICAL
EMOTIONAL
STERN
COMMERCIAL
FRIENDLY
SLUGGISH

MOODY
VOLATILE
ALOOF
INDUSTRIOUS
AGGRESSIVE
NATIONALISTIC

AFFECTIONATE
GLOOMY
CASUAL
INTELLECTUAL
FUN-LOVING
IDEALISTIC

RACE PREJUDICE IN AMERICA #79

A prejudice is an opinion or attitude made without thinking clearly. Many prejudices are harmless. It does not matter much if a person says, "I don't like cucumbers. They are not so good as carrots." But it does matter a great deal if someone says, "I don't like Jews. They are pushier than the rest of us." It matters because our dislike is turned against persons rather than things. When such prejudices are acted on, they become serious indeed.

Prejudices like these are unfair because they make us forget that each person ought to be judged according to his own character and actions. "All men are created equal," says the Declaration of Independence. That means that all men deserve "equal" treatment from the law, from society. Prejudices about Jews, Catholics, Mexican-Americans, Afro-Americans, Indians, Italians, women - in short, everybody - turn Americans against one another and weaken us all.

This play is about prejudice carried into action.

CHARACTERS

Jake West - The owner of a successful real estate business in a prosperous suburb. When people want to sell their houses, they often ask Jake West to do the selling for them. He feels that it is important to please his customers.

Kent West - A young man who has just finished high school. He is learning his father's business.

Lou Williams - An Afro-American interested in buying the house on Elizabeth Street.

Bert Neal - A car-wash worker. He wants to buy the same house.

THE HOUSE ON ELIZABETH STREET: A SHORT PLAY

Jake West's real estate office has two desks, one for Jake and one for Kent, his son; filing cabinets; wall calendars; photographs of houses and some green indoor plants. The time is the present. Jake and Kent are quietly working at their desks as Lou Williams enters:

Williams (politely): Pardon me.

West (looking up from his papers): Yes, may I help you?

Williams: My name is Lou Williams. I understand that the big brick house on Elizabeth Street is not for sale. Is that right?

West (surprised): Well, yes it is, but---

Williams: I like the house very much. I'm interested in buying it.

West (nervously): Oh, really!

Williams: Yes, I think it's a beautiful house, don't you?

West: Yes, yes, I do. Won't you sit down, Mr. Williams?

Williams (sits on the chair by West's desk): Thank you. By the way, how much is the house selling for?

West (thinking): Well, it's twenty thousand dollars. But first there are a few things we need to talk about.

Williams (looking puzzled): O.K.

West (smiling for the first time): Well, now I can't sell the house to just anyone, you know. I've got to find the right person, someone who will fit into the neighborhood.

Williams: I see. What do you need to know, Mr. West? (Kent is going over some papers on his desk. But he also listening to the conversation.)

West: Well, let's see. The community wants someone who has a good job. What kind of work do you do, Mr. Williams? Are you sure you can afford the payments? They don't want anyone moving in the neighborhood who can't afford to keep up the pace. It takes money to live in a nice neighborhood.

Williams: I don't think there's any need to worry about that, Mr. West. I'm vice-president in charge of sales at Consolidated Manufacturing Company. The job pays me fifteen thousand a year. Let's see, from the stock market I earn about - -

West (put down): All right, Mr. Williams! I guess your income is good enough. (Leans back in his chair thinking.)

Williams: Well, then is there anything else you want to know?

West: How about your education?

Williams (puzzled): My education?

West: Yes. It's a very nice neighborhood, and they don't want any uneducated people moving in. (Looking confident). How much schooling have you had, Mr. Williams?

Williams: I studied economics and philosophy at State for four years. After graduating from there I went to the university and------

West (irritated): All right, Mr. Williams! I guess your education is good enough. (Thinking) How about your health?

Williams (frowning, puzzled): My health? What does that have to do with buying a house?

West: They don't want any unhealthy or sick people living in the neighborhood, you know. How about it, do you have any illnesses?

Williams: No. I had a check-up just last week and my doctor says I'm fine. Besides, I run more than a mile every morning before breakfast---

West (interrupting): O.K., O.K., Mr. Williams. Your health seems to be in order.

Williams: Anything else, Mr. West?

West (pauses, still thinking, still frowning): I'm sorry, Mr. Williams, (blurts out) I just don't think that you are the right one to buy the house.

Williams (shocked): What do you mean?

West: Well, you see, it's a very particular neighborhood.

Williams: But I met all the qualifications, didn't I?

West (avoiding Williams' angry stare): Yes, but I just don't think you would fit into the neighborhood. It's not that I'm prejudiced or anything, but ------

Williams (rises): I understand perfectly, Mr. West! Goodbye! (exits)

(West wipes his brow and looks relieved. He goes back to his work. Kent is staring at him. Soon another man enters.)

Neal: Hi! I'm Bert Neal.

West: Hello, Mr. Neal, may I help you?

Neal: Yeah. I want to buy that there house down on Elizabeth Street. It ain't sold, is it?

West (his face lighting up): Why no, it isn't. Won't you sit down?

Neal: Thanks. (he slumps down in the chair) By the way, how much are them people asking for the old place anyway?

West: Oh, they're asking fifteen thousand dollars.

Neal: Hmmmmmm, that's a lot of bread! (He takes out a piece of gum and begins chewing.)

West: Now. Mr. Neal, I suppose you have a good education and are in good physical health?

Neal: Well, uh ----

West: Fine! Fine! Do you have a good job too?

Neal: (Chewing steadily) Work down at the car wash.

West: Good! At least it's steady, right?

Neal: Yeah, when it don't rain.

West: Now, about the house, Mr. Neal. I'm sure we can work something out for you. Let me check again with the owners and see what arrangements can be made. Why don't you come back tomorrow and we'll see what we can do? (He rises and holds out his hand to Neal. Neal stands and the men shake hands.)

Neal: Thanks.

West: Yes sir, Mr. Neal. Glad to be of help.

Neal: (Turns to leave) See you tomorrow.

West: (Sits down, smiling. Kent looks up from his papers. A frown crosses his face.)

Kent: Dad?

West: Yes?

Kent: Why didn't you sell the house to Mr. Williams?

West (Disturbed by the question): You heard me, son. I just didn't think he would fit into the neighborhood.

Kent: But he was an educated man. He had a top-notch job. Now be honest with me, Dad, what's the real reason? Is it because he was a Negro?

West (Gets up and walks around to the front of his desk, sits on the edge): O.K., son, let's be honest. I know that Mr. Williams is a good man. He's as good as anyone living over on Elizabeth Street.

Kent: He certainly seemed to be a fine man. I liked him much better than Mr. Neal.

West: Yes, but there are some people who think that the color of a man's skin makes him different.

Kent (Loudly, pointing to the empty chair.): But he was no different from you and me.

West: That's true, but some people in the neighborhood don't see that. They think that Negroes should live on their own side of town.

Race Prejudice in America, cont.

Kent: That's not fair! What if you wanted to buy a house and the agent refused to sell it to you because your skin wasn't the same color as his?

West: I know! I know! I didn't want to turn him down, but some of the people down on Elizabeth Street want to keep the neighborhood all white. Many of those people are my friends. I went to school with some of them. I go to church with some of them. I just can't go against them now.

Kent: (Angry) But why do people feel that way?

West (Thinking): Oh, they think the blacks and the whites can't get along with each other. They think they are too different.

Kent (Loudly): That's ridiculous!

West: They think that if you put them together there would be trouble.

Kent (Rises, paces about): But, that's not true! The trouble comes when you keep them apart. If the whites and blacks always live separately, they'll never learn to get along with each other. You've got to put them together so they can become friends.

West: But you can't force people to be friends, if they don't want to be. It has to come from the heart. If whites and Negroes are to get along with each other, it must come naturally, from within.

Kent: But, Dad, you know that many people on Elizabeth Street feel the same way I do. Many of them would like to have a neighbor as fine as Mr. Williams.

West (walks slowly over to the door, turns around and faces Kent): Son, have some common sense, will you! If I sold the house to Mr. Williams, some of the other people on the street would be angry with me. If too many people get angry with me, I'll go out of business. There is nothing I can do about prejudice.

Kent: Dad, shouldn't conscience be your guide rather than business?

West: I have to make a living. I have to put bread and butter on the table.

Kent (With emphasis): Times are changing! We've got to learn to live with one another no matter what the color of a man's skin is.

West: Sure, fine, but first of all I worry about making a living. (Looking at his watch) Besides, it's time for lunch. If you like, we'll talk this over at the coffee shop.

Kent (Disgusted): All right. But this whole thing makes me lose my appetite. (The two men straighten papers and prepare to leave.) It's a shame that we treat our fellow human beings like this ..... (They begin walking toward the door.) Especially in a country which says that all men are created equal.

West (as they leave) I know, son, I know!

Ref: INQUIRY: U.S.A.

WHAT DO YOU THINK?

The following statements are based on the dialogue in the play. On the right-handed columns, show whether you agree with the statements, disagree with them, or do not have enough information to make a judgment. Be prepared to give your reasons in class.

	Agree	Disagree	Don't know
1. There is nothing I can do about prejudice.			
2. We've got to learn to live with one another.			
3. Blacks and whites can't get along with each other.			
4. If the whites and blacks always live separately, they'll never learn to get along with each other.			
5. Many of them would like to have a neighbor as fine as Mr. Williams.			
6. Conscience should be your guide.			
7. Negroes should live on their own side of town.			
8. Putting bread on the table comes first.			
9. All men are created equal.			

THE LIFE RAFT

#80

Make up small groups of six students each. (Groups of less than six should imagine that there are six.)

To the students:

Imagine that your group is a family of adventurers. All of you are worthy seamen (or women). As a family project, you have built and supplied a raft which will accommodate as many as 13 people for two months. On your raft's maiden voyage you make a trip from Florence, Oregon to Tokyo, Japan. After floating for days and days with nothing but waves in every direction, you see a small ship in the distance. The ship is a freighter that carries as many as 25 passengers besides the usual freight. On this trip the freighter is carrying 14 passengers besides its crew.

As your raft approaches the ship it is obvious that the freighter is in trouble. The freighter's captain signals for help. You find that there are 14 passengers to be saved since the crew feels it is their duty to go down with the ship. You signal that you only have room for seven of the passengers on your raft. At this point, the freighter's captain signals for someone to swim to the sinking ship to choose the seven to be saved. The freighter is sinking slowly so that it will be at least three hours before it is submerged. The eldest child in your family is a strong swimmer, so he swims to the ship to get a description of each of the passengers and then swims back to the raft. As a family, you must decide which seven people you will take onto your raft and therefore save their lives.

This is a list of the people who are passengers on the freighter. Choose the seven people who are to be saved:

1. Mr. Stone is 58 years old and the manager of a large department store. He is mostly bald and quite heavy. He is a handy man who likes to repair and build things around the house.
2. Mrs. Morris is 31 years old. She is dressed cleanly, but plainly. She supports herself by cooking in a restaurant since she was divorced and spends her evenings sewing for herself and her friends.
3. Mrs. Landon is 24 years old. She is average sized, has dark, neatly kept hair and is quite attractive. Although she is a housewife, she works part time as a bookkeeper and reads for a hobby. She has asked to take her three-year-old son with her.
4. Danny Landon is three years old, red-haired and average sized for a boy his age. He is polite and well-disciplined.
5. Mr. Adams is 47 years old, partially gray, short and quite small. He is a dentist and likes to hunt and fish in his spare time.
6. Mrs. White is 60 years old. She is a widow with gray hair, small sized and walks with a cane. She earns her living by working as a housekeeper and a baby sitter. She likes to knit and crochet.

The Life Raft, cont.

7. Cindy is 6 years old. She is small and has long blonde curls and a pretty face. She has taken one year of ballet and would like to take her cat with her.
8. Mr. Thomas is a man 30 years old who is short and has light hair. He works in a library and is an amateur inventor.
9. Mr. Paul is 21 years old and is tall and dark. He has just finished serving two years in the Air Force and is planning to enter college and continue his study in engineering. As a hobby he likes to read and also to act in plays.
10. Mr. Watson is 52 years old with a medium build and partially gray. He is a physician and spends much of his spare time working on photography.
11. Mrs. Haley is 59 years old, gray-haired and rather overweight. She is a Black school teacher with a special interest in history.
12. Marie is a 19 year old girl who is quite tall, with dark hair. She is a college student majoring in biology and works part-time at an aquarium. She also likes yard work.
13. Randy is 17 years old and a senior in high school. He has long brown hair and is good at working with cars and other mechanical work. He is an average student.
14. Dale is 10 years old. He is red-haired and large for his age. He is a good student and mows lawns after school. He also likes to play baseball and collect coins.

VALUES SHEET

#81

Position 1: Some people say that each individual is responsible for himself. They believe that if each person took this responsibility that all men would be better off. It is the people who expect others to take care of them that cause many problems for all of us, they say.

Position 2: Other people say that each person has responsibility toward all men. They say that each man's life is intertwined with other men's lives and that if others fail or hurt, we all hurt in the long run.

1. Is this an "either/or" issue? Do you either believe position 1 or position 2? Can there be other ways to look at man in terms of responsibility to others?

2. Professor Lawrence Hopp of Rutgers University believes that people who have experienced social injustice themselves, those who have been unfairly treated, are likely to agree with position 2. Do you agree? Give some reasons why or why not.

3. Others say that people who are successful and have power are likely to believe position 1 to be true, even though they may have experienced social injustice themselves. Do you agree? Give reasons why or why not.

4. What reasons are there for people to believe one position over the other? Explain.

5. Read each of the situations below. Write what you would do in each case. Give as "real" an answer as you can. When you are finished decide: Are your beliefs closer to position 1 or position 2? Mark an "X" on the scale at the end of this exercise to show where you think you stand in terms of these two positions.

Situation A:
You are walking home from school. Ahead of you you see two sixth grade boys fighting. You do not know the boys but it is obvious that one boy is much larger than the other and the smaller boy cannot defend himself. The smaller boy's glasses are broken and his nose and mouth are bloody, but the larger boy continues to hit him. Several other kids on both sides of the street notice the fight, but nobody moves to do anything.

Situation B:
You are in a group of persons with whom you would like to be friends. You don't know them that well yet. Two members of the group begin teasing a homely boy about his looks. Others in the group join in, although a few are silent.

Values Sheet, cont.

Situation C:
You have met a new kid at school whom you really like. Your friendship has grown quickly. You especially like him because he is one person you can tell your feelings to. He is about the nicest person you have ever known. During a visit with him and his family you hear his parents make remarks against other races of people, asking the boy how many of these "people" are in the school, if he has to sit by them in classes, etc. Your friend answers their questions, but it is hard to tell where he stands on the racial issue from his answers.

Situation D:
A young hippie approaches you on the corner and asks you for money.

Situation E:
Suppose you are of voting age. A new law is on the ballot to raise money. The law will increase taxes for those in the middle and upper brackets but lower taxes for poorer people.

Situation F:
A local family's home burned to the ground a month ago. You do not know the family. A local radio station has been asking people to get together on Saturday to help the family who have recently been released from the hospital. Some people will clear the lot of the burned home, others will go door to door to collect clothing, food, and other contributions for the family. It is Friday and the radio station is not having much success with the sign-up for work crews.

Mark an "X" on the line below where you stand on this issue:

Each Man Is His Own Responsibility.	Each Man Has A Responsibility To Others.

"MERRY-GO-ROUND"*

#82

1\.

Where is the Jim Crow section
On this merry-go-round, Mister,
Cause I want to ride?
Down South where I come from
White or Colored
Can't sit side by side.
Down South on the train
There's a Jim Crow car.
On the bus we're put in back - -
But there ain't no back
To a merry-go-round!
Where's the horse
For a kid that's black?

---

*Langston Hughes, Selected Poems (New York: Alfred A. Knopf, Inc., 1959). Copyright by Langston Hughes, 1959.

2. The human being is made up of oxygen, nitrogen, phosphorus, hydrogen, carbon and calcium. There are also 12½ gallons of water, enough iron to make a small nail, about a salt-shaker full of salt, and enough sugar to make one small cube. If one were to put all of this together and try to sell it, the whole thing would be worth about one dollar.

1. "Merry-Go-Round"
   a. When was the last time you were on a merry-go-round?

   b. If you happened to be in line and overheard the incident which takes place in the poem, is there anything you might have said to that little boy?

   c. Have you ever experienced anything similar to that boy's feelings?

   d. What prejudice, subtle or otherwise, have you ever personally faced?

   e. If you wanted to do something about the problem of "civil rights," what are some things you could do?
      (1) Right in this school, through some school group?
      (2) In your town, with some community organization?
      (3) On the national level?

   f. Perhaps you believe that nothing needs to be done about this problem. If so, state that position clearly and forcefully.

Merry-Go-Round, cont.

2. Questions for "The Human Being Is Made Up Of Oxygen, etc."
    a. What is the point of this statement?
    b. Are you serious in believing that you are worth more than $1.00? Explain.
    c. What are some ways we measure the worth of human beings?
    d. Can you list some things you have done which show what you think human beings are worth?

WHAT DO YOU THINK? WHAT WOULD YOU DO? #83

Here are some think-it-over situations. Read them carefully. Think them over. Form an opinion. Decide what you think should be done in each situation. Then answer the questions. When you have finished, talk with your friends. What are their opinions? Their ideas for action? Do you all agree? Why or why not? Find out the reasons. Maybe they can learn from you.

1. A mayor of a large U.S. city got a parking ticket while visiting some other city officials. "His car was in a 'No Parking Zone'," said the policeman who gave out the ticket, "and that means no parking - for anyone!" A passer by disagreed. "The mayor is working for the city," she said. "It's his privilege to park where and when he needs to. It's not easy to find a parking space in this city. If the mayor spends time looking, he'll waste city time."

   What do you think? Should the mayor obey the policeman - and the law? Should he have certain privileges? Would you feel the same way if the mayor got a ticket while visiting friends? If his car blocked another car? How do you think this situation should be solved?

2. Miss Miller has enough books for everyone in her class. But not all the books are new. Some are old and worn. Wendy's book is new. Ben's is not.

   Does Wendy have more of a responsibility to take care of her book than Ben? Why or why not?

3. The Cranberry Elementary School is having a special program in the auditorium. Students who finish cleaning their desks may go early and get a good seat. Jack cleans his desk quickly and finds a good one. He also saves several for friends.

   If you were Jack's friend, how would you feel? If you didn't know Jack, would you feel the same way? Why or why not? If you thought Jack had done the wrong thing, what would you do?

What Do You Think? What Would You Do?, cont.

4. In the southwest U.S., some Indians live on the shores of a river. Their lives follow closely the age-old customs of their tribe. They live in a pueblo. They make their clothes and other goods by hand. They worship outdoors by a lake. These Indians honor their past and ancient traditions. Across the river is another kind of world. Here, people live in up-to-date houses, wear the latest styles, own cars, TV, even swimming pools. This is the world of modern America. And in this world things change - sometimes very quickly. Old buildings are torn down; new ones go up. New things are invented; old ones often forgotten.

Are the Indians right to cling to their ancient ways? Can they afford to do without modern inventions, knowledge, even comforts? Can they get along in todays world without cars, TV's, even telephones? Must the Indians change? Is change always good? Are new ways better? Are there good reasons for keeping traditions and carrying out customs? What is your opinion? What do you think the Indians should do? What about the people on the other side of the river? Can they learn anything from the Indians?

ARRIVING AT CONSENSUS

#84

Perhaps the most sophisticated yet the most valuable skill that a group needs to develop is the ability to arrive at a group solution to a problem. Members need to feel that by working together they can produce a solution or conclusion that is superior to what they could accomplish working alone.. They need to understand that compromising or changing one's opinion to further the group's goals is sometimes desirable. And they need to see that their individual contributions are important, not because they make one look good in the eyes of others, but because they are essential building blocks in working out the group answer to a problem.

This skill was touched on in many of the previous games and exercises. It requires an attitude students have probably been aware of during the entire developmental sequence, but it is approached here in a more systematic way, to sharpen students' understanding of the process and to reinforce their previously developed skills. The game, perhaps the most complex one presented so far, requires students to use the best skills they possess for solving a problem. It will demonstrate to them the difference between results attainable by an individual and those attainable by a group. It will also encourage them to think through their own ideas when challenged by other members of the group.

GAME

This "Lost on the Moon" game, devised by Jay Hall, associate professor of management, University of Texas School of Business Administration, is based on actual work performed by the National Aeronautics and Space Administration.

Distribute to each member of the group a copy of the following problem:

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crashland at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment on board. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. The fifteen items left intact after landing are listed below. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place Number 1 by the most important item, number 2 by the second most important, and so on through the least important, number 15.

_______ Box of matches

_______ 50 feet of nylon rope

_______ Portable heating unit

_______ One case dehydrated milk

_______ Stellar map of the moon's constellation.

_______ Magnetic compass

_______ Signal flares

_______ Solar-powered FM receiver-transmitter.

_______ Food concentrates

_______ Parachute silk

_______ Two .45 caliber pistols

_______ Two 100-pound tanks of oxygen

_______ Life raft containing CO 2 bottles.

_______ 5 gallons of water

_______ First-aid kit containing injection needles.

242

Arriving at Consensus, cont.

The game can be played in several different ways, depending on the amount of time the teacher wishes to devote to it or on what special needs the group has. The quickest, simplest use of the game is for the group to set to work immediately trying to arrive at consensus as to how the items should be ranked. Students should be reminded that their rankings must represent agreement by all members of the group and may not be arrived at by taking a majority vote. (A brief explanation of the concept of consensus, contrasting it to disagreement-reducing mechanisms such as vote taking, dictatorial rule, etc., might be helpful.) For this simpler use of the game, give the following instructions:

1. Read the problem explained on the distributed sheets.
2. Your task is to solve the problem as a group.
3. The only "catch" is that the answers must be agreed to by every member of the group. This will require that you spend a fairly long time talking over your ideas about each of the items and sharing any information you have that could help the group. While you should not be unduly stubborn, neither should you give in simply to speed the work of the group. Often one hard-headed member can sav an entire group from making a serious error.
4. When you have made a final decision, record your group answer on a fresh copy of the problem and compare it to the answers prepared by the NASA.

Below are the correct rankings for the items, as determined by the space-survival unit of NASA.

15. Box of matches (little or no use on the moon.)
4. Food concentrate (supply daily food required.)
6. 50 feet of nylon rope (useful in tying injured, help in climbing.)
8. Parachute silk (shelter against sun's rays.)
13. Portable heating unit (useful only if party landed on dark side.)
11. Two .45 caliber pistols (self-propulsion devices could be made from them.)
12. One case dehydrated milk (food mixed with water for drinking.)
1. Two 100-pound tanks of oxygen (fills respiration requirements.)
3. Stellar map of the moon's constellation (one of principal means of finding directions.)
9. Life raft (CO 2 bottles for self-propulsion across chasms, etc.)
14. Magnetic compass (probably no magnetized poles; thus useless.)
2. 5 gallons of water (replenishes loss by sweating, etc.)
10. Signal flares (distress call within line of sight.)
7. First-aid kit containing injection needles (oral pills or injection medicine valuable.)
5. Solar-powered FM receiver-transmitter (distress signal transmitter, possible communication with mother ship.)

FOLLOW-UP

After the group has checked its answers against the ranking above, encourage them to evaluate their performance. Raise the usual questions about organizing what roles different members played, and stumbling blocks encountered during the discussion. Then focus on the difficulties inherent in arriving at complete agreement:

How did the group go about dealing with conflicts and disagreements?
Which members felt they had to give in to group opinion?
Was this good or bad?
Would taking a vote on each item have been easier?
Would it have been as effective?
Why is vote-taking necessary?
Is it always desirable?

SECOND TRY

A more complex approach to this game, and perhaps a more valuable use of it, is to allow the individual members to rank the items before they join the group. The results of their working on their own can then be compared with the group results, and students can see the difference between the two. Using the game in this way might well require more than one class period; if the group works carefully, the game can be expected to take between one and one-half and two hours. For this more thorough use of the game, give the following instructions:

1. Read the problem explained on the distributed sheets.
2. Working entirely on your own, solve the problem by ranking the items in what seems to you to be the best order.

When students have finished, collect their papers and distribute fresh copies of the problem. Instruct students to form small groups of five to ten members, seated in a circle.

3. Now, try to arrive at a group solution to the problem. The group ranking must represent agreement by all members of the group and may not be arrived at by simply taking a majority vote. This will require that you spend a fairly long time talking over your ideas about each of the items and sharing any information you have that could help the group. While you should not be unduly stubborn, neither should you give in simply to speed the work of the group. Often one hard-headed member can save an entire group from making a serious error.

While the group is trying to arrive at consensus, the teacher can begin scoring their individual rankings:

Arriving at Consensus, cont.

1. Next to each item, jot down the difference between the student's ranking and the NASA ranking. For example, if the student has written 5 and NASA says 14, write down 9; or if the student says 7 and NASA says 2, write down 5.
2. Total the numbers you have jotted down. This is the individual score; the lower it is, the better the student's performance.
3. Average the individual scores to arrive at an indication of how the group did in general when working alone.

After the group has agreed to its ranking of the items, score the group results in the same way as the individual results. Then compare the group score with the average individual score. This will give an indication as to whether the group, working together, was more accurate than when working as individuals.

If the game is used with a large class divided into several groups, it might be useful to score each group separately and make a chart comparing the results of the groups.

FOLLOW-UP

Discuss the differences between the individual scores and the group scores
Why were they different?
Did the group do better than all individuals?
Does a group working together usually do better than most of its members working individually?
Is this always true?
Why or why not?

Next discuss the value of arriving at consensus rather than taking a vote:

Would taking a vote on each item have been easier?
Would it have been as effective?
Why is vote-taking necessary?
Is it always desirable?
How did the group go about resolving conflicts and disagreements?
Which members gave in to group opinion?
Should they have?

DETECTOGRAMS

Develop a solution to the following detectograms. Students may work individually or in groups.

DETECTOGRAM #1

Murder at Coney Island

Inspector Kelley and Professor Stiggins were seated in the former's office when Policman Fanning and his charge entered. After Fanning's hurried explanation, Jasper told his story:

"I'm the ticket taker on a merry-go-round at Coney Island. This being Saturday, we had a big crowd. The trip was almost over when I reached out saying, "Ticket, please, and I see this woman sittin' up in the middle of the chariot with that terrible look on her face. She didn't answer, and when I shook her she slumped over in the corner. I screamed, jumped off, and ran for the manager. I got this blood on my hand when I shook her.

"Yes, sir, she'd ridden before-a couple of times-and I seen the man she was with on the two rides before. He jumped off just before I got to her. Just happened to see him."

"The doctor said she had been stabbed through the heart and died instantly?" Professor Stiggins asked the policeman.

"That's right, sir."

"It seems strange, Jasper," remarked the professor, "that you can give such a good description of this woman's companion on two previous rides when you just 'happened' to notice him jump off. Does the merry-go-round ever make you dizzy?"

"No sir, I'm used to it."

"Well, Inspector," said the professor, turning to his friend, "I suppose you are going to hold this man?"

"Certainly," replied Kelley. "That's just about the weakest story of a murder I've ever heard."

WHAT JUSTIFIED THE POLICE IN HOLDING JASPER?

DETECTOGRAM #2

APRIL 1, 1933

EX-DEPUTY SHERIFF HARRY BECKMAN
TULSA OKLAHOMA

REPORT ON STINSON CASE STOP SIX MONTHS AGO STINSON MADE WILL LEAVING LARGE ESTATE TO STEPDAUGHTER GRACE STOP TODAY INFORMED HER HE WAS RUINED FINANCIALLY STOP SHE SAYS AFTER ASSURING HIM IT MADE NO DIFFERENCE SHE STARTED LEAVE ROOM WHEN STINSON TOOK PISTOL AND BLEW OUT BRAINS STOP GRACE SAYS RUSHED TO PHONE AND CALLED POLICE THEN FAINTED STOP FOUND STINSON SEATED AT LIBRARY DESK HEAD RESTING ON OUTSTRETCHED ARMS BLOOD COAGULATED AROUND TEMPLE WOUND STOP IN FAINTING GRACE APPARENTLY PULLED PHONE TO FLOOR STOP FOUND HER LYING ON PISTOL BESIDE STINSONS CHAIR STOP THEY WERE ALONE STOP FINGERPRINTS ON GUN SMEARED STOP HOLDING HER FOR MURDER

STABUS STIGGINS

DO YOU KNOW WHY?

DETECTOGRAM #3

JANUARY 21, 1933

DISTRICT ATTORNEY
ROBERT J HALL
CRIMINAL COURTS BUILDING
CHICAGO ILLINOIS

MEDICAL EXAMINER JUST COMPLETED AUTOPSY ON CHARRED BODY OF LUCILLE GOODSPEED WHICH DISCLOSED CAUSE OF DEATH WAS KNIFE WOUND NEAR HEART AND NOT FIRE AS FIRST BELIEVED WHEN I WAS INFORMED POLICE HAD INTERCEPTED ANONYMOUS BLACKMAILING LETTER TO HER SWEETHEART WEALTHY ROGER WILTERDING STATING WRITER KNEW HE HAD STABBED LUCILLE AND WOULD INFORM POLICE UNLESS WILTERDING LEFT FIVE THOUSAND DOLLARS AT DESIGNATED SPOT STOP WILTERDING RECEIVED LETTER WITHOUT KNOWLEDGE OF ITS INTERCEPTION AND WHEN HE GOT SIMILAR LETTER AGAIN YESTERDAY AND REPORTED NEITHER TO POLICE THEY ARRESTED HIM DESPITE HIS UNQUESTIONABLE ALIBI STOP YOULL SEE WHERE MURDERER REALLY SLIPPED

STABUS STIGGINS

CAN YOU SEE WHERE THE MURDERER SLIPPED?

SOLUTIONS TO DETECTOGRAMS

1. Jasper said he found the woman sitting up in the middle of the chariot. The doctor said she had died instantly. The motion of the meery-go-round would have made it impossible for a dead body to remain upright in the middle of the chariot. It would have slumped over before Jasper touched it.

2. PROFESSOR STABUS STIGGINS, OKLA.
AS STINSONS WOUND INSTANTLY FATAL IMPOSSIBLE FOR HIM TO HAVE SHOT HIMSELF AND HAVE HEAD ON OUTSTRETCHED ARMS STOP AM ARRIVING TOMORROW ON PRIVATE INVESTIGATION HARRY BECKMAN

3. As Wilterding had an unquestionable alibi and no one but the murderer knew the cause of death until after the autopsy, Wilterding was innocent and the murderer was the writer of the note.

SIMPLE PROBLEM SOLVING SERIES #86

1. PROBLEM SOLVING:

The four transparencies in this series focus on problem solving. The transparencies have been arranged so that each transparency presents a problem requiring more study and more imagination than the previous one. Nevertheless, in some classrooms it might be worthwhile to change the order of presentation because of students' experiential backgrounds so be sure to look over the first four transparencies before your initial lesson.

First project the transparency. Then say: "Look carefully at this problem. The man told the boy that he would have to pack his own purchases. Now one way for the boy to pack the bag would be to throw the four items into the bag and go home. But when he got home, he might have some problems. I'm going to pass out ditto sheets with the same drawing on them. On the back of the ditto sheet, I want you to write exactly how you would pack the bag, telling me which item would go into the bag first, second, and so on. But to make the problem a little more interesting, I want you to add three items that you might purchase in such a store. Later, we'll discuss your responses."

As the students prepare their written solutions, it might be worthwhile to walk around the classroom and informally check each student, noting which students have difficulty with either the entire problem or the addition of items to be packed. This check would give some indication of the students who are going to need individual help with this series of transparencies.

After, you might allow some students to read their proposed solutions to the class and have the class decide whether they are correct.

For follow-up, you might get two paper bags and some empty cartons, tin cans, etc., for which new labels could be made. Then divide the class into teams. Set the items to be packed next to each bag and have a member of each team stand ready for the starting signal. Let the contestants familiarize themselves with the items to be packed. Then start the contestants giving points to the team that finishes the packing first. As the game progresses, you might add items to be packed by each contestant.

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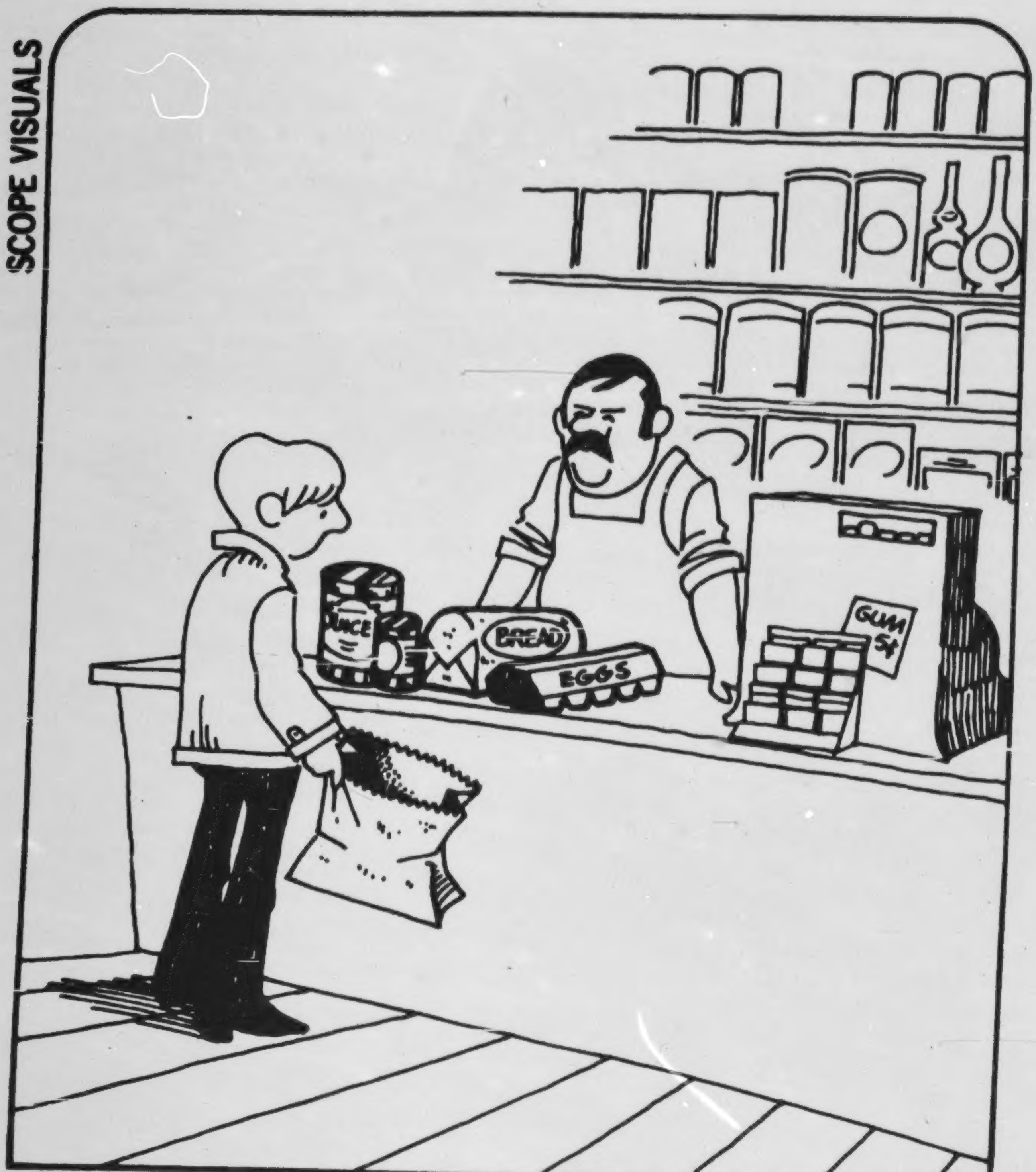
1 PROBLEM SOLVING

SCOPE VISUALS


JUICE
BREAD
EGGS
GUM 5¢

CAN YOU SOLVE THIS PROBLEM?

2. PROBLEM SOLVING:

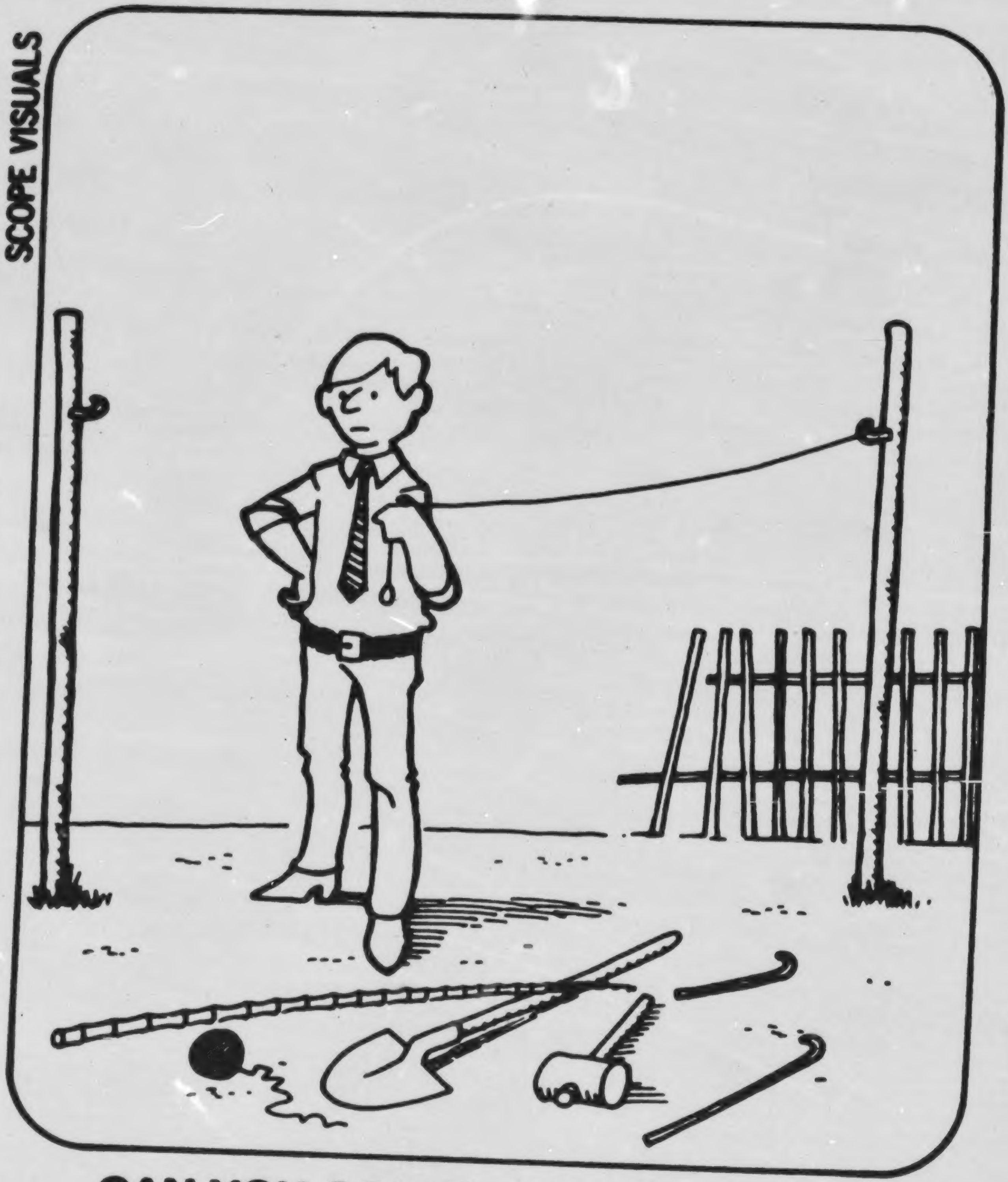
For this transparency, students should have little difficulty in getting a single solution for the problem, but they may have some trouble in getting several solutions for the problem.

Project the transparency and say: "I think many of you are going to be able to find a solution for this problem. By using one or more of the things on the ground, I've been able to figure out four different solutions for this fellow's problem. I want you to try to get as many different solutions as possible and write them on the back of the ditto sheet that I'm going to pass out."

Imaginative students may find more than four different solutions for the boy's problem with the clothesline. Using one or more of the things on the ground, four solutions are:

2 PROBLEM SOLVING

SCOPE VISUALS



CAN YOU SOLVE THIS PROBLEM?

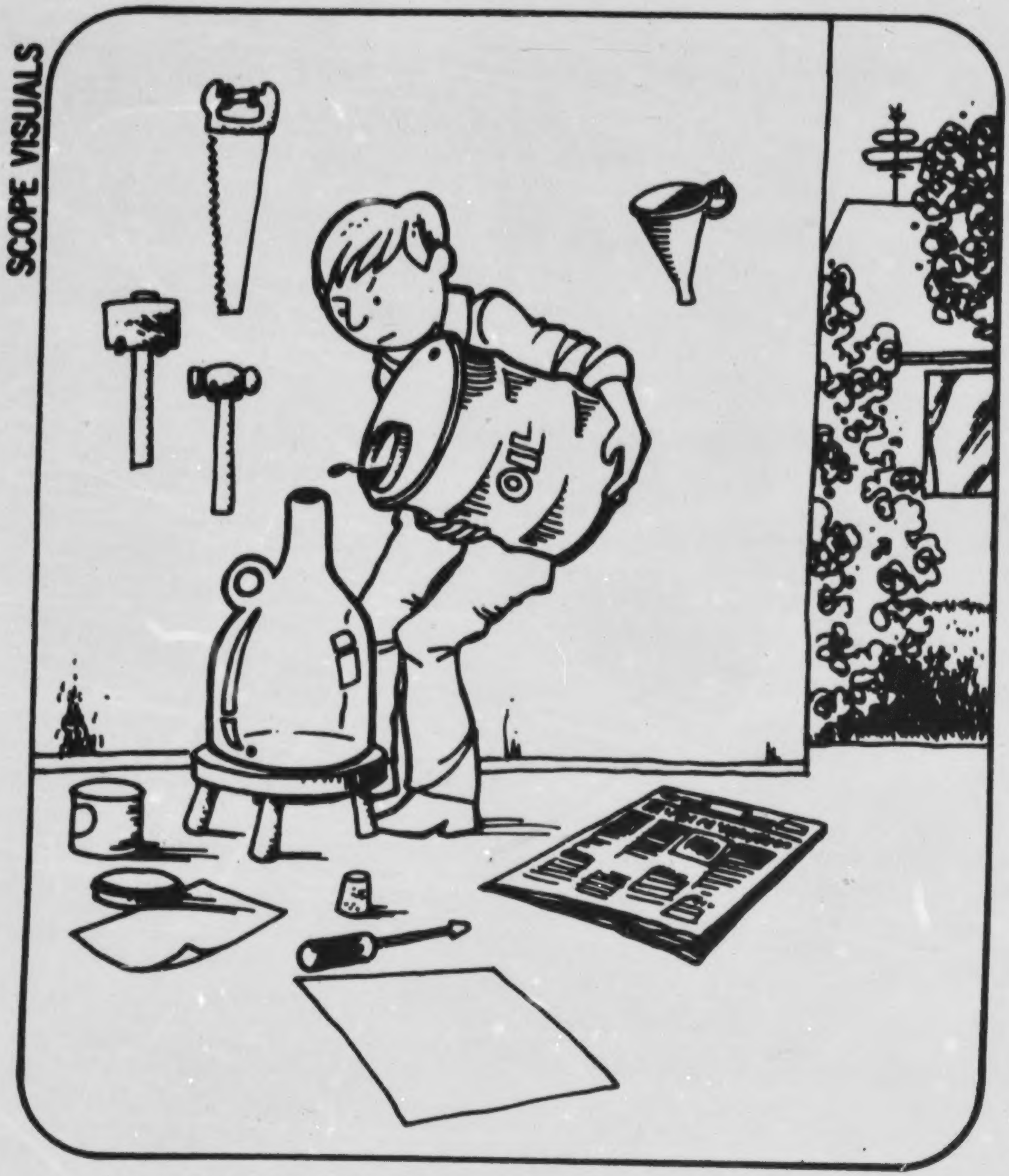
3. PROBLEM SOLVING:

On this transparency, the boy wants to pour the oil without spilling it. The obvious solution is to use the funnel, but the boy also might use the newspaper as a funnel, or make a smaller opening in the top of the oil can with the screwdriver.

Once again, you might ask the students to think of as many different solutions as they can. After, let them discuss their various solutions.

For follow-up, you may want to ask students to use two different-size water containers and orally present alternate solutions for this similar problem. Quite possibly, some students will use the siphoning method to solve this problem. But, if not, you may want to explain siphoning to the class.

3 PROBLEM SOLVING


SCOPE VISUALS
OIL

CAN YOU SOLVE THIS PROBLEM?

4. PROBLEM SOLVING:

Project the transparency and say:

"The girl in the drawing planned to water her plants with the beaker in her hand. Now she finds that the beaker has a hole in it. What's the easiest way for her to water the plants?"

Hopefully, the students will decide that the plants can be carried over to the sink and watered from the tap. If not, you might give them clues to arrive at that solution. Then distribute the ditto sheets and have students write other solutions.

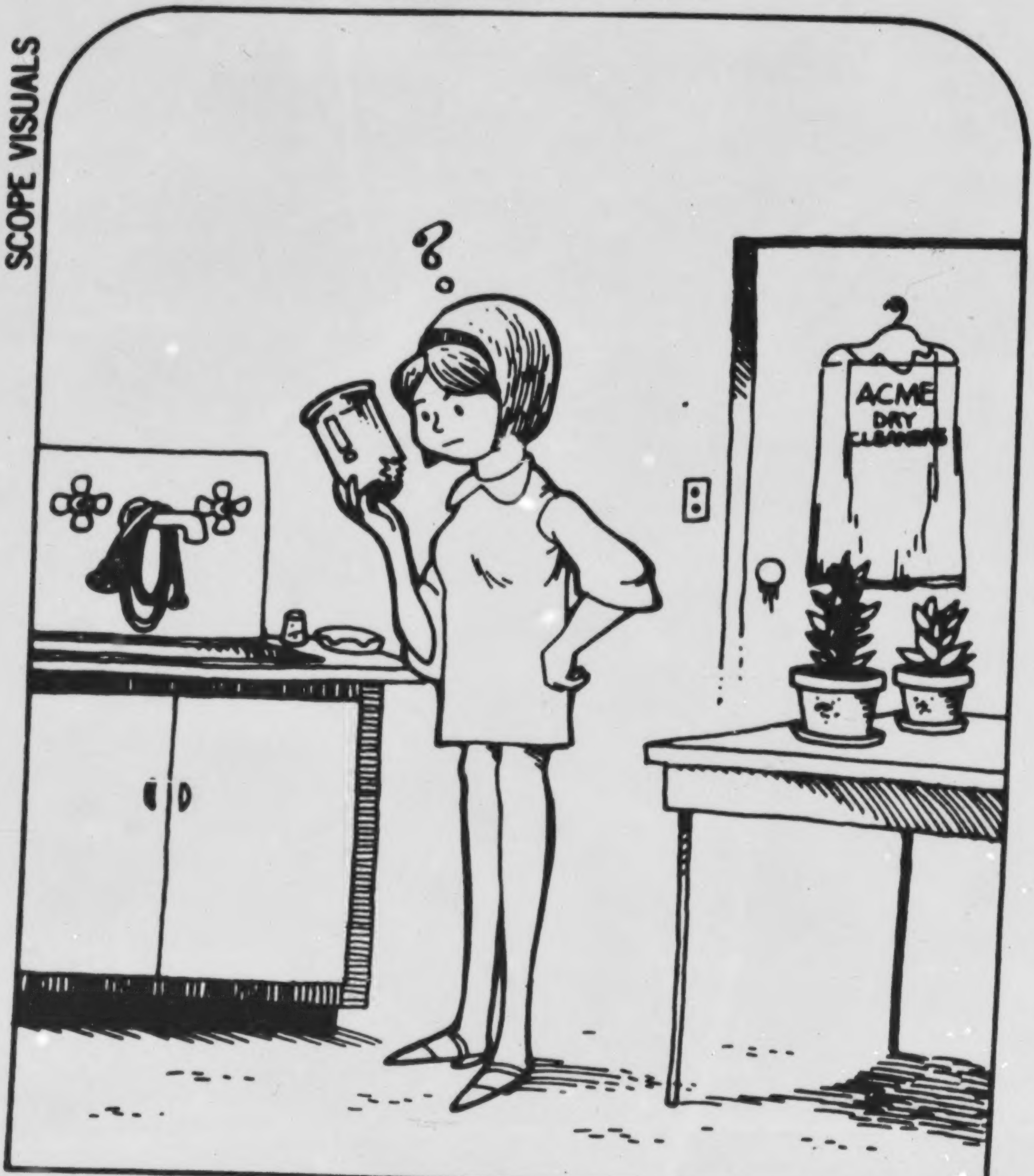
Some possible answers are:

1. Plug the hole in the beaker with the cork.
2. Use the hose to water the plants.
3. Fill the ashtray with water and make several trips from the tap to the plants.
4. Use the plastic dry-cleaning bag as a water container.

For a follow-up, you might ask the students to prepare drawings that show common problems and also show items that might be used for solutions. For incentive, you might have the three best problem drawings (judged by students) made into transparencies for use with other classes.

4 PROBLEM SOLVING

SCOPE VISUALS


?
ACME
DRY
CLEANERS

CAN YOU SOLVE THIS PROBLEM?

SIMPLE PROBLEM SOLVING SERIES

#87

1. ABSTRACT REASONING:

The transparencies in this series focus on abstract reasoning, and each of the transparencies is in multiple-choice form.

First, project the transparency and say:

"Three of the five numbered drawings have drawings in their rows that are exactly the same. Look them over and write the numbers and letters of the drawings that are the same on a piece of scrap paper."

After, distribute the ditto sheets and have the students circle the correct responses for numbers three and five. On the back of the ditto sheet, have students write brief explanations for their selections. (Answers are:3-e, drawing is the same, except reversed; 5-e, both drawings are five sided and/or five pointed.)

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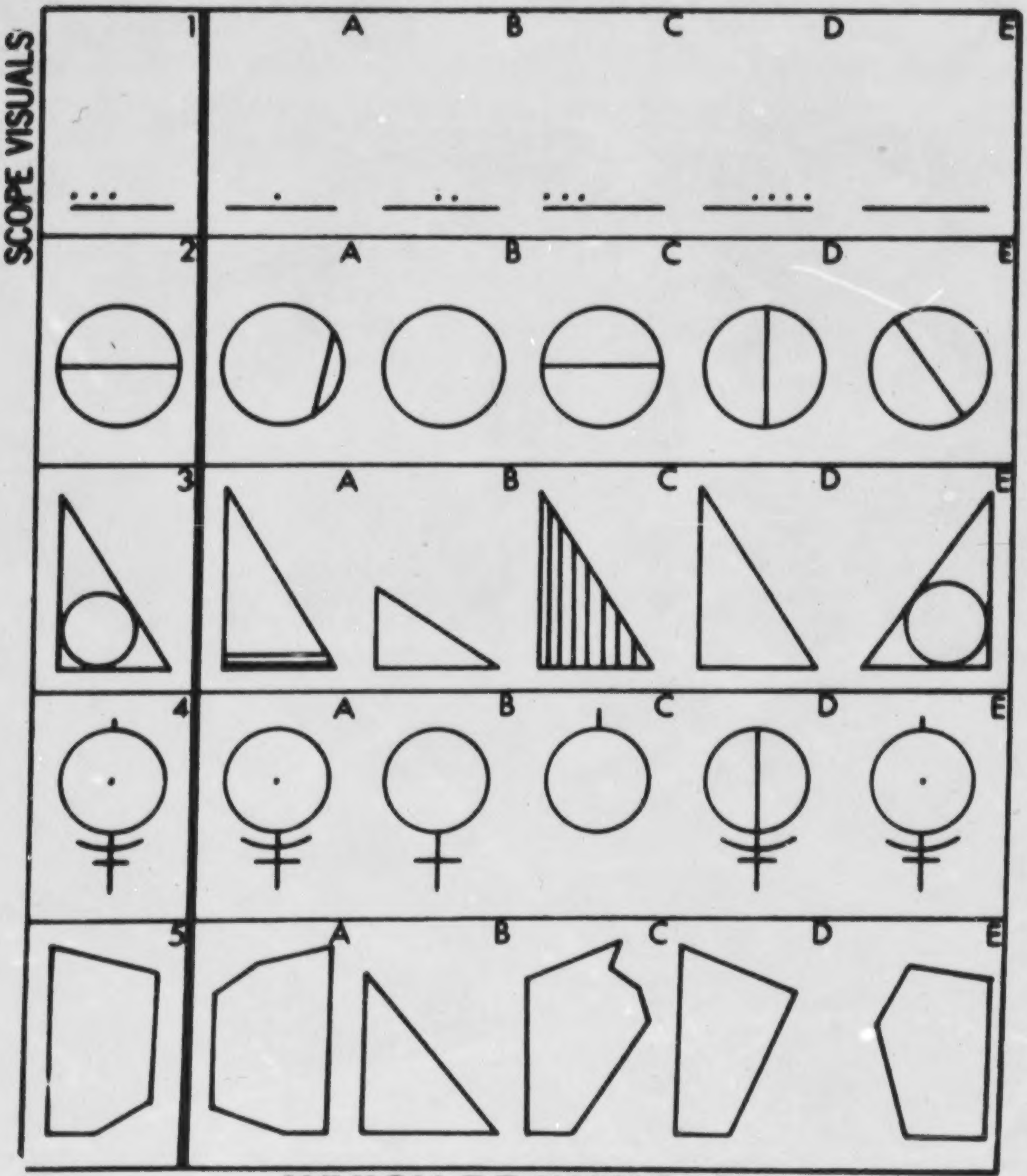
1 ABSTRACT REASONING

SCOPE VISUALS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E

WHICH DRAWING IS MOST LIKE THE FIRST IN EACH ROW?

2. ABSTRACT REASONING:

From student responses to the first abstract-reasoning transparency, you may have noted some students who are going to have difficulty with these exercises. In that event, you might have those students first find the drawing least like the first in each row and use this process of elimination to find the correct answers.

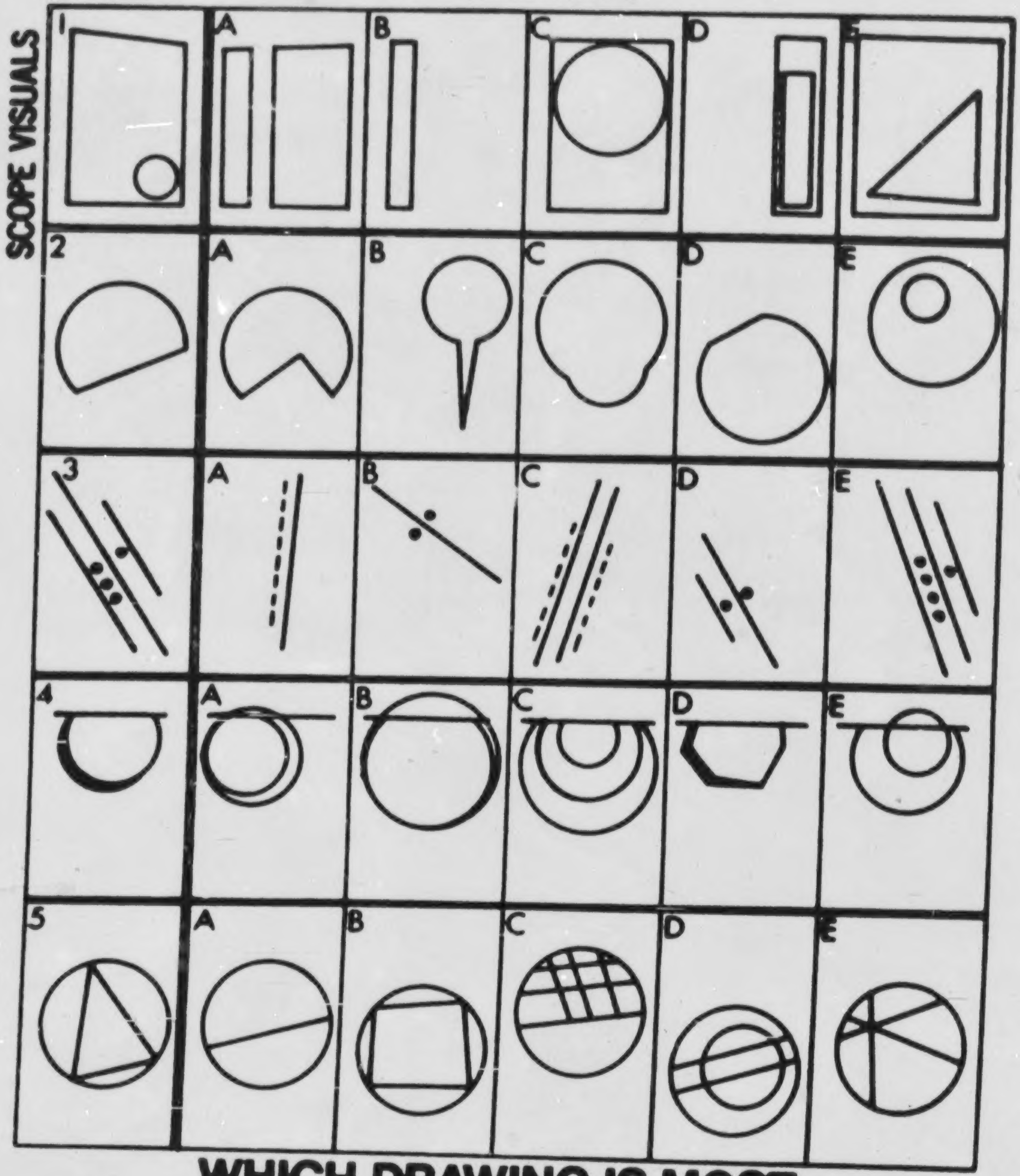
Once again, project the transparency. Then say:

"This time no drawing is exactly the same as the first one in its row. Suppose we go over number one together. After that, I'll give you the ditto sheet, and you may do the other four by yourself."

Discuss number one until students understand that its shapes are most like the shapes for c. Then distribute the ditto sheets, reminding students that they should make a selection for numbers two through five and then write a brief explanation for each selection. (Answers: 2-d, 3-e, 4-d, 5-b.)

For follow-up, you might hold individual conferences to be certain that each student understands what is expected of him for these exercises and also to get at individual weaknesses in seeing the similarities.

2 ABSTRACT REASONING


SCOPE VISUALS
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WHICH DRAWING IS MOST LIKE THE FIRST IN EACH ROW?

3. ABSTRACT REASONING:

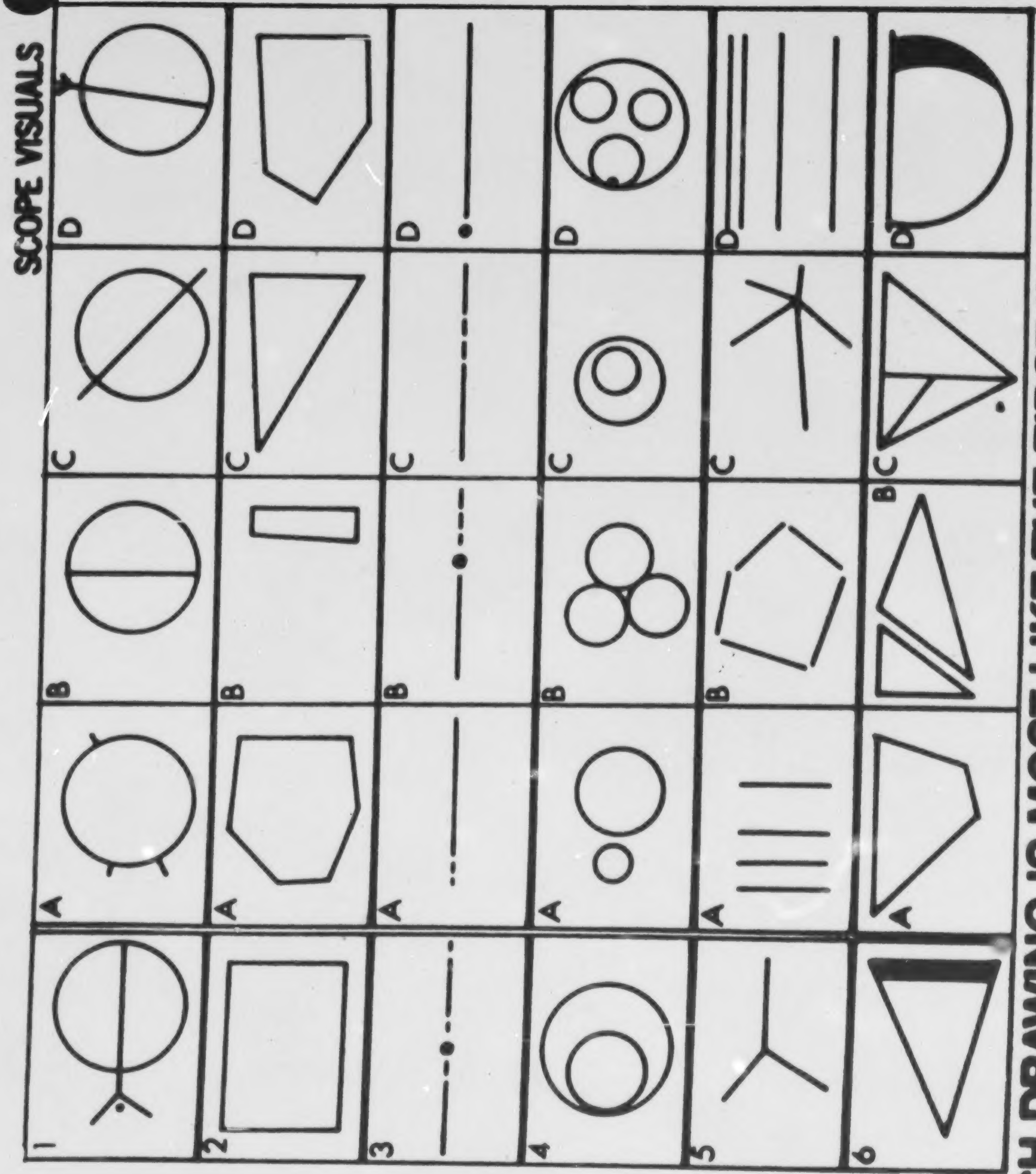
This transparency contains six different tests of skill in abstract reasoning. Numbers one and two are relatively easy, so you might want to do them orally before you distribute the ditto sheets. You might call upon students who have been experiencing difficulty, if you think that they won't have trouble finding the correct answer for either one or two. This should help with students who view the exercises with reluctance because of past errors.

Then pass out the ditto sheets and have the students find answers and explanations for the answers in the other four exercises. (Answers: 3-b, 4-c, 5-c, 6-d.)

For review, you might call upon students to explain which drawing is least like the first in each row, and have them continue to eliminate drawings until the correct answer is left.

3 ABSTRACT REASONING

SCOPE VISUALS



WHICH DRAWING IS MOST LIKE THE FIRST IN EACH ROW?

4. ABSTRACT REASONING:

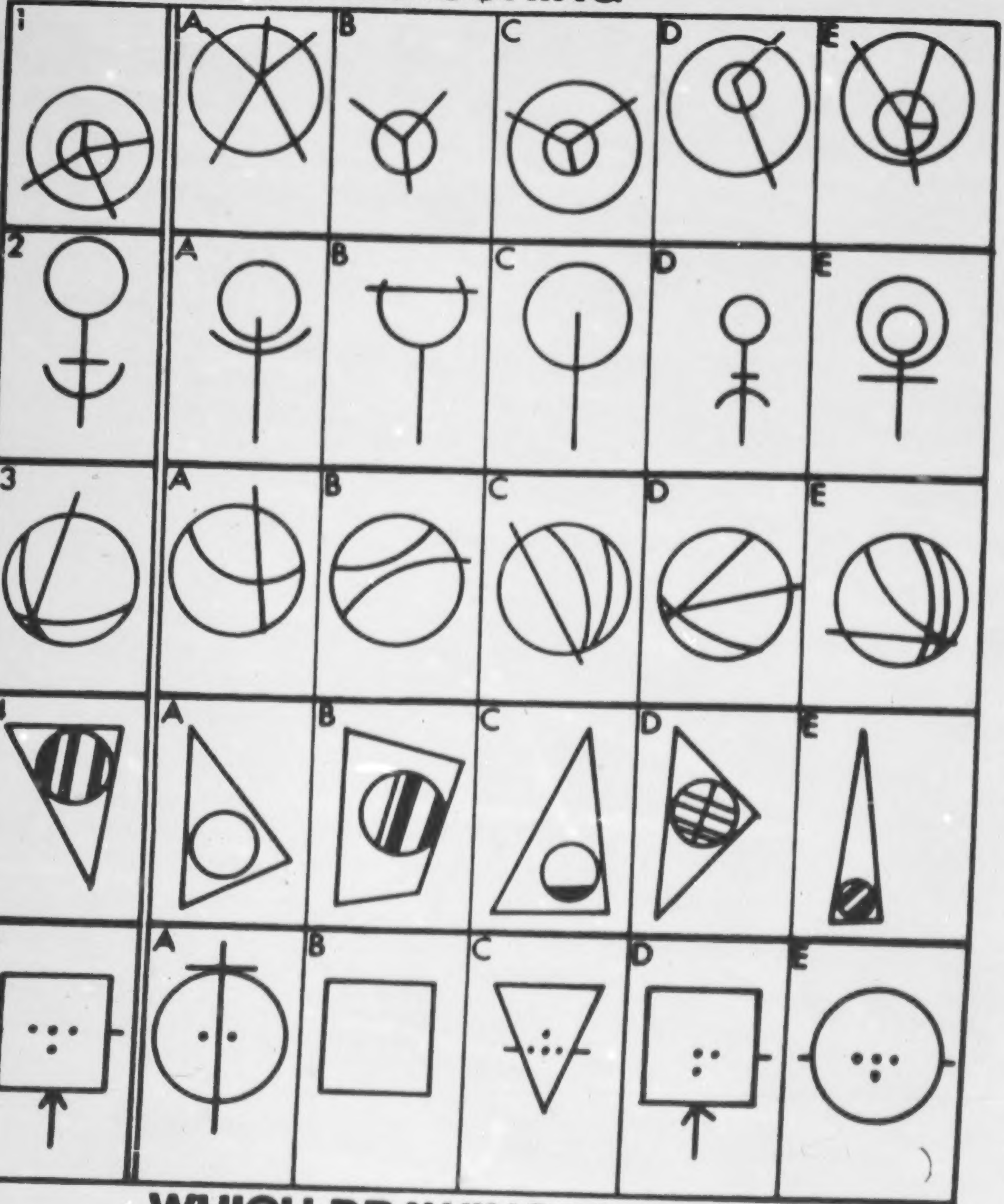
Because this is the final abstract reasoning transparency, you may want to pass out the ditto sheets and have the students (1) circle the drawing most like the first in each row, (2) cross out the drawing least like the first in each row, and (3) write a brief explanation for the selection of each circled drawing. Answers are: 1-c, 2-d, 3-d, 4-e, 5-d.)

When the students have finished, collect the ditto sheets. Then project the transparency and allow the students to discuss their responses. The collected sheets should give some indication of the students who need more help with abstract reasoning and of the students who need little or no additional help.

[illegible]

4 ABSTRACT REASONING

SCOPE VISUALS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WHICH DRAWING IS MOST LIKE THE FIRST IN EACH ROW?

FOLLOW-UP ACTIVITIES

These lessons help the students to focus on concrete and abstract reasoning skills, and the ditto sheets provide them with a ready reference to each of the exercises. But to be sure that each student understands the skills involved, they should be reviewed from time to time, and the students should be tested on them.

By involving students and having them prepare additional drawings and tests of concrete and abstract reasoning, you probably have motivated many of them to approach other problems in a more logical fashion. Perhaps other reasoning activities will grow out of student interest. For example, groups of students might present problems in pantomime, and the rest of the class might attempt to solve the problems.

Students who experienced extreme difficulty with these exercises, especially the abstract reasoning exercises, might be asked to do the exercises in Scope Visuals 3. This transparency series focuses on observation skills and reasoning, and it might very well provide the students with the transitional steps they need before returning to abstract reasoning exercises.

Above all it will be essential to let each student's measured and observed capacity to handle such things as abstractions be a guide to what you can reasonably expect from him.

IDENTIFYING REPORTS AND INFERENCES

Reports and judgments are important in all communications. However, one of the most common types of statements in daily life is the inference. An inference is a conclusion about what you do not know, based on facts you do know.

Suppose you have been asleep. You wake up, go to a window, look out, and see that the sun is shining but the streets are wet. Because you could not have seen what the weather was like while you were asleep, you do not know what it was like. But the wet streets suggest rain, and therefore you infer: "The streets are wet, so it must have been raining just a while ago." Your inference (it must have been raining) is based on a report (the streets are wet).

Notice that you took several steps to infer that it had been raining. You put facts together, then came to a conclusion.

Because we cannot be everywhere at once or experience everything with our senses, we do not really know very much about the world. To reach conclusions, we have to infer constantly from what we know. Is there no bus at the bus stop? Then you will infer that a bus has just left or that one is due to come along soon. Inferences like these are so much a part of your thinking that you rarely recognize them. But they can cause trouble, especially if you do not recognize them in your reading.

To decide whether a statement is an inference, follow these guides:

* Decide whether the statement is a conclusion about what is not known, based on what is known.

* Look to see whether the conclusion is based on one or more facts.

Learn to identify inferences. Then you will not confuse them with reports.

IDENTIFYING REPORTS AND INFERENCES

Because inferences are so much a part of our normal way of thinking, you should practice identifying them as often as possible. Remember that you can identify an inference by deciding whether or not a conclusion about an unknown situation is based on known facts.

In looking for inferences it is often helpful to ask yourself: "Is the author following a 'two-step procedure'? Does he give one or more facts, then come to a conclusion about them?"

The exercises on the next page will give you some easy practice for a starter.

Directions: 1. Read the following statements carefully to identify reports and inferences.
2. Answer the questions.

I. The Empire State Building is 102 stories tall. (R)
II. You are happy, because you are smiling. (I)
III. I must have sprained my wrist, because it hurts here. (I)
IV. The x-ray photograph shows a complete fracture of the ulna. (R)
V. UCLA has a lighter line than Michigan State, so it will lose the big game. (I)
VI. You must have opened the oven door, because the cake fell and it's a big mess. (I)

Question: 1. For each statement above, write the number of the statement and the letter R for report or the letter I for inference.

Extension: Question: 2. It is possible for an inference to be a judgment also. Consider the statement: "John Jones must be a bad man because he was convicted of theft." Explain why it is both an inference and a judgment.

Inference-statement: "John Jones is a bad man" is based on known fact, "he was convicted of theft." Judgment - because is expression of personal opinion.

IDENTIFYING REPORTS AND INFERENCES

Most mystery stories are built on inference. That is, the hero of the story has to solve a problem. As he does so, the reader tries to solve the problem along with him. The problem usually consists of a question: "Who did the dirty deed?" The hero doesn't know. He must infer who is guilty after he considers all the known facts. The solution of the mystery is, therefore, one grand inference.

While you are reading a mystery story, you should keep track of which statements are reports, which are judgments, and which are inferences. In that way, you can separate them as you proceed through the story and decide which ones will lead to the correct solution.

In the selection below, the detective hero makes a series of inferences. As he goes along, you may get the feeling that he is making one or more mistakes. This is part of the fun of reading a detective story.

Directions:
1. Read the following selection carefully to identify reports and inferences.
2. Answer the questions.
3. Go back and scan for answers you are unsure about.

It opened on a scene of silent catastrophe. No one seeing it, even for a flash, could doubt that the room had been the theatre of some thrilling collision between two, or perhaps more, persons. Playing cards lay littered across the table or fluttered about the floor as if a game had been interrupted. Two wine glasses stood ready for wine on a small table, but a third lay smashed in a star of crystal upon the carpet. A few feet from it lay what looked like a long knife or short sword, straight, but with an ornamental and pictured handle; its dull blade just caught a grey glint from the dreary window behind, which showed the black trees against the leaden level of the sea. Towards the opposite corner of the room was rolled a

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gentleman's silk top hat, as if it had just been knocked off his head; so much so, indeed, that one almost looked to see it still rolling. And in the corner behind it, thrown like a sack of potatoes, but corded like a railway trunk, lay Mr. James Todhunter, with a scarf across his mouth, and six or seven ropes knotted round his elbows and ankles. His brown eyes were alive and shifted alertly.

Dr. Orion Hood paused for one instant on the door mat and drank in the whole scene of voiceless violence. Then he stepped swiftly across the carpet, picked up the tall silk hat, and gravely put it upon the head of the still-tied Todhunter. It was so much too large for him that it almost slipped down on to his shoulders.

"Mr. Glass's hat," said the doctor, returning with it and peering into the inside with a pocket lens. "How to explain the absence of Mr. Glass and the presence of Mr. Glass's hat? For Mr. Glass is not a careless man with his clothes. This hat is of a stylish shape and carefully brushed and burnished, though not very new. An old dandy, I should think."

"But, Good Heavens!" called out Miss MacNab, "aren't you going to untie the man first?"

"I say 'old' with intention, though not with certainty," continued the expositor; "my reason for it might seem a little farfetched. The hair of human beings falls out in very varying degrees, but almost always falls out slightly, and with the lens I should see the tiny hairs in a hat recently worn. It has none, which leads me to guess that Mr. Glass is bald. Now, when this is taken with the high-pitched and shaky voice which Miss MacNab described so vividly (patience, my dear lady, patience), when we take the hairless head together with the tone common in senile anger, I should think we may deduce some advance in years. Nevertheless, he was probably vigorous, and he was almost certainly tall. I might rely in some degree on the story of his previous appearance at the window, as a tall man in a silk hat, but I think I have more exact indication. This wine glass has been smashed all over the place, but one of its splinters lies on the high bracket beside the mantlepiece. No such fragment could have fallen there if the vessel had been smashed in the hand of a comparatively short man like Mr. Todhunter."

"By the way," said Father Brown, "might it not be as well to untie Mr. Todhunter?"

"Our lesson from the drinking vessel does not end here," proceeded the specialist. "I may say at once that is is possible that the man Glass was bald or nervous through dissipation rather than age. Mr. Todhunter is a quiet, thrifty gentleman, essentially and abstainer. These cards and wine cups are no part of his normal habit; they have been produced for a particular companion. But, as it happens, we may go further. Mr. Todhunter may or may not possess this wine service, but there is no appearance of his possessing any wine. What, then, were these vessels to contain? I would at once suggest some brandy or whiskey, perhaps of a luxurious sort, from a flask in the pocket of Mr. Glass. We have thus something like a picture of the man, or at least of the type; tall, elderly, fashionable, but somewhat frayed, certainly fond of play and strong waters, and perhaps rather too fond of them. Mr. Glass is a gentleman not unknown on the fringes of society."

"Look here," cried the young woman, "if you don't let me pass to untie him I'll run outside and scream for the police."

"I should not advise you, Miss MacNab," said Dr. Hood gravely, "to be in any hurry to fetch the police."

Questions:

1. The first action that Dr. Hood took upon entering the scene of disaster was to pick up a tall silk hat from the floor and
   - A. Throw it into the sea
   - B. Stick a knife into it
   - C. Place it over Todhunter's head
2. The first problem with which Orion Hood dealt had to do with the fact that
   - A. Todhunter was tied up
   - B. The crystal was shattered on the floor
   - C. Mr. Glass was not in the room, but his hat was.

Identifying Reports and Inferences, cont.

3. Hood infers from examining the hat that Mr. Glass is
   A. Bald
   B. Red-headed
   C. A young man

4. Both Father Brown and Miss MacNab are concerned principally with the fact that Hood has not yet
   A. Swept up the glass
   B. Untied Todhunter
   C. Found the high silk hat

5. Each quotation below has been taken from the selection you just read. For each write the number of the quotation and the letter R for report or the letter I for inference.

I. "....with the lens I should see the tiny hairs in a hat recently worn. It has none, which leads me to guess that Mr. Glass is bald.

II. "This hat is of a stylish shape and carefully brushed and burnished, though not very new. An old dandy, I should think."

III. "Two wine glasses stood ready for wine on a small table, but a third lay in a star of crystal upon the carpet."

6. Suppose the unhappy Todhunter is finally untied. Do you think that he will be able to agree with, or deny, the conclusions that Hood has now reached? Explain your answer. Answers will vary.

DRAWING INFERENCES

#89

A. Each of the following sentences makes statements from which further information can be inferred. In the space after each sentence, put down what you have figured out.

1. When Clayton Dawes passed his driver's license test at age 16, his parents gave him a new sports car from Britain.

2. Every time we go by the Hubbard's house, there is a large wash hanging on the line.

3. Just where the road made a sharp turn to the left, there was a break in the fence and black marks on the paving.

DRAWING INFERENCES (CONT.)

B. By reading between the lines of this letter, see what you can infer about the author - not only concerning physical details but character as well. Then answer the questions.

Dear Sandy:

I just want to tell you how much fun I had at the game and to thank you for asking me. Many kids at school seem to think that people like me can't appreciate sports because so much depends on visual action. But this isn't the case. The roars of the crowd, the comments of nearby spectators, even the smell of mustard as the hot dogs were passed along the line, all added to my enjoyment. After the accident I was afraid to go out into large crowds for fear I might get lost or that I would miss so much that others were enjoying. But now I notice many things in the world of sound, smell, and touch which never came to me before, and I am grateful for every chance to expand my horizon. Besides, I knew I didn't have to worry about any stray fouls heading our way with a good athlete like you right there. I had a great time. Thank you very much.

1. About how old is the writer?____________________________

2. Is the writer male or female?____________________________

3. Does the writer suffer from a handicap?____________________

   If so, what is it?______________________________________

4. What event did the writer attend?________________________

WORD TRICKERY

Many young people are susceptible to trickery and clever rhetoric. In an attempt to help them think logically, we present three common errors in reasoning they should be aware of since they will be facing sellers and speakers as they grow older. We suggest that you go over each section slowly - perhaps even at different times - as there is tough ground to be covered.

1. FACT-OPINION

Some statements are facts. Others are opinions. Can you tell the difference between the two?

Facts are statements that can be proved by research. For example:

Henry Aaron has surpassed Babe Ruth's home run record.

That's a fact, because Aaron has hit 723 home runs in his career so far, and Babe Ruth's record is 714. You can prove this statement by checking almost any up-to-date listing of sports records.

Opinions, on the other hand, are personal judgments made by people. You can't prove or disprove opinions, because they're statements of belief made by people. For example:

Henry Aaron is a better ballplayer than Babe Ruth was.

That's an opinion. Who is to say that one man is better than another? An older person who remembers Babe Ruth might feel that Ruth was the better baseball player.

OK. So you know the difference between facts and opinions. So what?

So plenty. Oftentimes people try to use their opinions as facts and to get you to think the way they want you to. But your job is to first decide if a statement is a fact or an opinion. Then you can decide if you want to believe it.

Qualifying Words: Facts and opinions are tricky enough by themselves. But sometimes they can pop up in the same statement at the same time.

A good test to determine this doubling up is to look for qualifying words. Some qualifying words are said, suggested, reported, indicated, and alleged. These words should tell you that a personal opinion is probably coming up. An example:

Heywood Hale Broun said that Henry Aaron is the best ballplayer in the league.

That Broun made the statement above is a fact - it can be proved. But what he said was an opinion - his own personal judgment of Aaron.

The qualifying word in that statement was said. It made the whole statement a fact, even though there was an opinion stuck inside.

Word Trickery, cont.

Now look at the sentences printed below. Which are facts and which are opinions? Can you spot the qualifying words inside them if there are any?

1. Alice Cooper makes great music.
2. Peggy suggested that Alice Cooper makes great music.
3. We have an energy crisis.
4. The energy crisis is a figment of your imagination.
5. Unidentified flying objects come from outer space.
6. Detroit police reported seeing three UFO's in one day.
7. Bicycle riding helps fight air pollution.
8. Bicycle riding is exciting and healthy.

Fact-Opinion

1. This statement is an opinion since it reflects a personal judgment.
2. The qualifying word suggested makes the whole statement a fact.
3. This is an opinion.
4. This is also an opinion.
5. This statement is an opinion.
6. The qualifying word reported makes this whole statement a fact.
7. This is a fact since it can be proved that bicycles don't pollute.
8. This is an opinion.

2. GENERALIZATION

Have you ever noticed how people like to make important-sounding statements? They'll hear or read something and immediately react. Usually they'll make a statement like one of the following:

Teenagers have yet to learn the value of a dollar.

Snowmobiles are senseless and a threat to nature.

Those Detroit cars are all gas guzzlers.

Notice anything peculiar about those statements? They take all things of a particular class and lump them into one group. Then they condemn the whole group.

Is this fair? Of course not. This kind of language trick is called a generalization. It doesn't take into account any individual differences among all the things of one class.

For example, you're a teenager who understands the value of money, right? You wouldn't want to be grouped with the teenagers who don't, because you're you and not anyone else.

The same is true for the other two statements. They're generalizations that mislead thinking. And oddly enough, generalizations have a way of sounding like the truth.

BANDWAGON REMARKS:

There's a certain kind of generalization you should watch for carefully. It's the bandwagon remark. It often appears in ads and urges you to do or buy something because everybody is doing or buying it.

The bandwagon remark wants you to join the crowd, to get on the bandwagon and ride along. It doesn't see you as an individual who wants to think for himself.

Some sample bandwagon remarks:

It's obvious that Carter shoppers get the best bargains in town

Anybody with any sense knows that the Baron is the best car around.

Look at the following generalizations and bandwagon remarks. What can you say about them?

1. Politicians don't know what they're talking about.
2. Nobody's slowing down to 50 mph, so why should I?
3. Women are power-hungry.

3. CAUSE-EFFECT

Many people think that because one event follows another, the first caused the second. This is true in some cases but not in all. For example:

We sold a large portion of our wheat crop to Russia. As a result, our farmers lacked grain to feed their cattle and the price of beef went up.

This statement is true. Experts have determined this fact.

Now take this example:

Last year more high-powered sports cars were sold than ever before.Now we have a gasoline shortage.

According to the speaker, the number of sports cars on the road last year caused more gas to be used up, leaving a shortage this year. This statement might be true in some ways, but not in all. Why?

This cause-effect kind of thinking is too narrow or limited. It doesn't allow for other considerations to be made.

For instance, sports cars aren't the only things using gas for power. What about more cars on the road generally? And what about the fact that Arab countries have stopped selling us their oil. The statement didn't take into account any of these possibilities.

The trouble with cause-effect thinking is that it seems too logical. After all, in real cause-effect situations, the true cause does come before its effect.

Look at the statements below. What errors can you find in them?

1. Jeff started taking guitar lessons last month. Have you noticed how many kids sit at his lunch table now?
2. Ever since the Jones boy started going to Shafer's Cafe evenings, his health has become poor and his behavior bad.
3. Martha's father must have quit his job. All last week I saw him working around the house during the day.
4. I knew it would happen. I gave Alfred permission to stay over at Billy's house every Friday night. Now he doesn't want to do his chores around the house on Saturdays.

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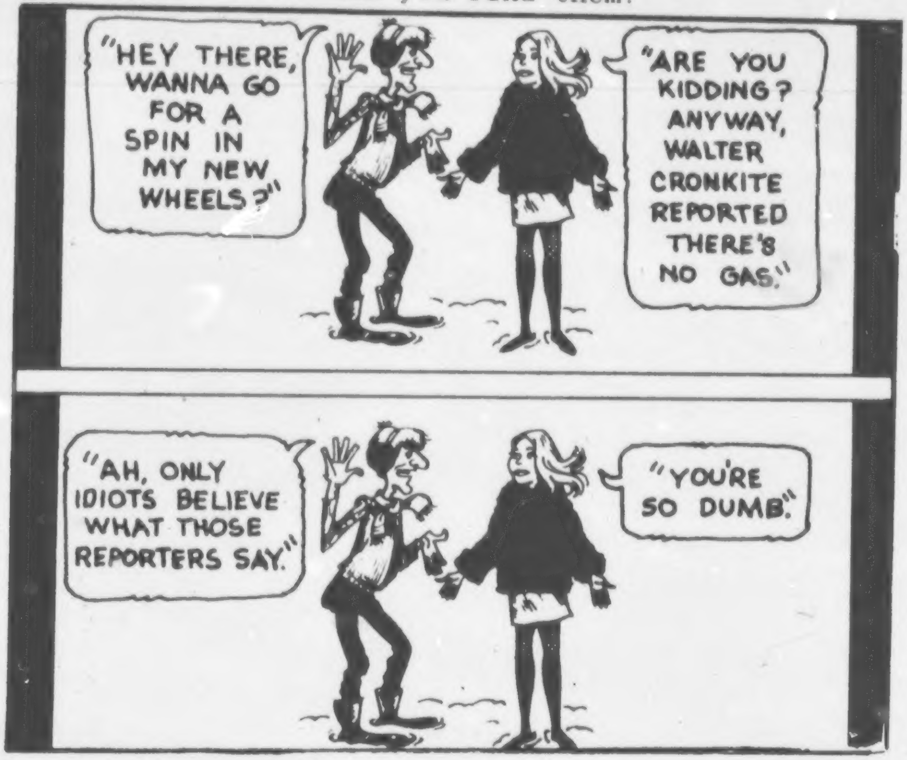
CAUSE-EFFECT (ANSWERS)

1. The large number of kids at Jeff's table is not necessarily the result of his taking guitar lessons. Maybe he's popular because he's an athlete, gets good grades, or simply has a warm personality.
2. Factors other than his going to Shafer's Cafe should be taken into account before deciding why the Jones boy has poor health and bad behavior. For example, he might have to work and, therefore, have less time for study or rest.
3. Martha's father could be on vacation, or on leave of absence, or laid off - but still have a job waiting for him.
4. Alfred's staying over at Billy's house might be only part of the reason why he doesn't do his chores. Al might also be lazy, or too busy with other activities, or ill. Other factors should be considered.

4. STOP, LOOK AND LISTEN

Fact and opinion, qualifying words, generalizations, bandwagon remarks, cause and effect - these are just some of the language tricks people can use to influence your thinking. You've looked at each of them individually. But can you pick them out in ordinary situations?

Look at the cartoon starting below and on the next page. Hidden within the conversation between the two people is at least one example of each of the language tricks you learned about. There can be more than one of some, however, so you'll have to be on your toes. Can you find them?


"HEY THERE, WANNA GO FOR A SPIN IN MY NEW WHEELS?"
"ARE YOU KIDDING? ANYWAY, WALTER CRONKITE REPORTED THERE'S NO GAS."
"AH, ONLY IDIOTS BELIEVE WHAT THOSE REPORTERS SAY."
"YOU'RE SO DUMB."

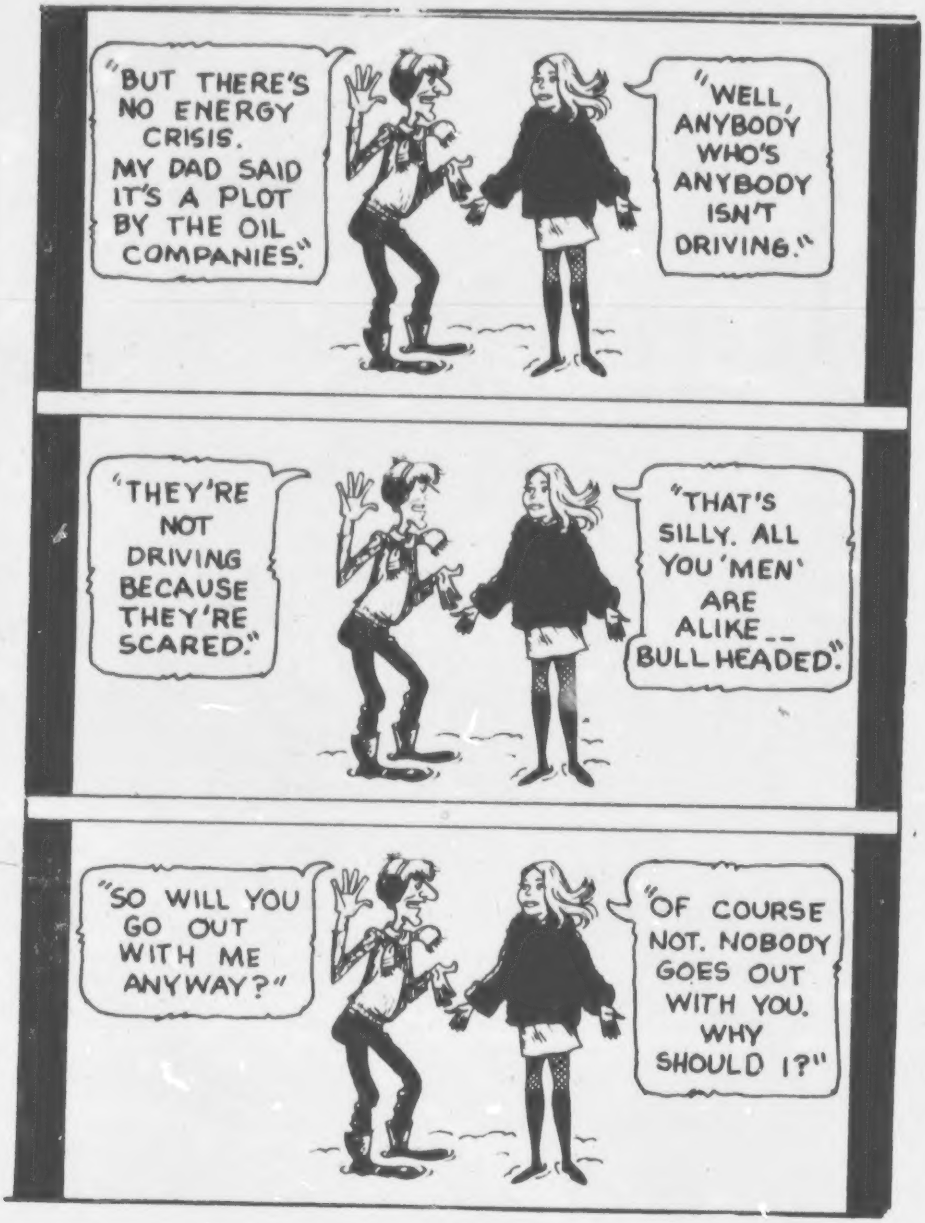
Panel 1. The girl's line is a fact because the qualifying word, reported, makes the entire statement a fact.

Panel 2. The boy's line is a generalization and an opinion. The girl's line is an opinion.

Panel 3. The first half of the boy's line is an opinion. The second half is a fact because of the qualifier, said, although "it's a plot..." is an opinion. The girl's statement is a bandwagon remark.

Panel 4. The boy's line is a cause-effect opinion. The first part of the girl's line is an opinion. The second part is a generalization.

Panel 5. The girl's line is a bandwagon remark. Overall: The girl's decision not to go out with the boy might be considered an effect caused by the energy crisis and/or the feeling that no one goes out with the boy.


"BUT THERE'S NO ENERGY CRISIS. MY DAD SAID IT'S A PLOT BY THE OIL COMPANIES."
"WELL, ANYBODY WHO'S ANYBODY ISN'T DRIVING."
"THEY'RE NOT DRIVING BECAUSE THEY'RE SCARED."
"THAT'S SILLY. ALL YOU 'MEN' ARE ALIKE -- BULL HEADED."
"SO WILL YOU GO OUT WITH ME ANYWAY?"
"OF COURSE NOT. NOBODY GOES OUT WITH YOU. WHY SHOULD I?"

"STOP THE STREET"

#91

This is a "thinking quiz" - one designed to set your brain to work, not to test how many facts you've memorized. There is no "right" or "wrong" way to complete the test, though you may well feel that some activities mentioned are in themselves wrong. In the "do-it-yourself school" of U.S. politics, citizens must find their own ways to solve community problems. This "mini-quiz" is designed to help you start thinking about some of the ways.

A Community Action Problem.....

Your city government is planning to put in a new street to link a major highway to a shopping center. The plans call for a street that will cut through part of your school's grounds and cut a neighboring park in half. You and some of your friends are upset about the plans. But few others in your community seem to know or care about them, and construction is scheduled to begin in a few weeks. You think the route should be changed.

Listed below and on the following page are some actions which might be taken to get the city government to reconsider the present plans. Check off those you think might be practical. Then decide which would be "first steps" and which "follow-up" actions. Cross out any actions which seem unnecessary, too time-consuming, or inappropriate altogether.

____ Picket the construction company which will be building the street, carrying signs which say "No Go for the Road," etc.

____ Make an appointment to speak with a member of the city planning commission to get the commission's reasons for favoring the road.

____ Hold a meeting of students and teachers in your school at which you discuss the road.

____ Find an adult who will act as advisor to a student anti-road group.

____ Try to obtain a set of road plans to study and to show to others.

____ Write a letter to the editor of your local newspaper.

____ Speak before youth groups - the Scouts, athletic groups which use the park, etc.

____ Speak before the PTA, the local garden club, the Lions' Club, and other civic groups.

____ Speak to city councilmen and to the mayor to find out if they favor the road, and if so, why. Urge them to halt plans for construction.

____ Take over city hall - moving into the lobby and refusing to leave until the street plans are scrapped.

____ Survey the neighborhood to look for other possible routes, or to find out if the road is really necessary.

____ Speak to officials at the industrial park.

____ Send a threatening note to the mayor, saying you'll "trash" the windows of city hall if the road plan isn't given up.

____ Picket city hall.

____ Hold a community rally in the park to which students, teachers, and citizens are invited.

____ Write an article for the school paper and/or the community paper.

____ Urge a referendum in which citizens can vote for or against the street.

____ Notify the local press of your activities.

____ Set up tents on the spot where construction is to begin and notify everyone that you won't move until plans have been changed.

____ Print and distribute leaflets explaining why you oppose the road and suggesting ways the community can have it stopped.

____ Hold a community debate, inviting speakers who oppose the road and some who favor it.

____ Hold a meeting to discuss means of getting the city to reconsider its plans.

____ Set fire to a truck owned by the construction company.

____ Create a "stop the street" committee of students, teachers, and citizens.

____ Draw up a petition opposing the street and get as many signatures of voters as possible.

____ Go door-to-door in your community to tell voters why you oppose the road.

In the space below, write out any other actions you think would be appropriate: ________________________________

____

____

UNFINISHED STORY - WHAT SHOULD GUY DO?

#92

Guy hated his new school so much he didn't have time to like anything any more.

Just one month ago, he was spending the summer in the same house where he'd lived all his life, and was planning to start sixth grade in the same school he'd gone to since kindergarten. His friends would all be in his room and he was a cinch to make the baseball team. And then, just before school opened, the family had moved to a little town Guy hadn't even been able to find on the map. As far as Guy was concerned, the world had come to an end.

Guy didn't like their new house, or the town or the people. He started to school and the school was so different from the one back home that Guy could hardly stand it.

"Don't be such a poor sport, Guy," his mother said to him one night after he had spent the dinner hour complaining. "We'll only be here a year and then we'll be going back. Make the best of it."

In a year, all the gang at home would have forgotten him, Guy thought. Besides, the school here was probably so poor that he might even have to repeat the sixth grade when he returned. That night he went to sleep trying to pretend that he was back in his old bedroom.

The next day, things seemed worse than ever. What a school, Guy thought. So small that there isn't even a cafeteria, so all morning long you keep smelling what people have in their lunch bags.

Today, the room was unusually stuffy and somebody had brought some kind of cheese that smelled terrible. Even though a light drizzle was falling when the noon bell rang, Guy went outside and hunched up against the schoolhouse wall while he ate his sandwiches.

Looking glumly at the mud puddles on the dreary school yard, he munched away without knowing whether he was eating peanut butter or bologna. He was thinking about what his father had said at breakfast that morning:

"Guy, you're too smart to spend a whole year griping about things that can't be changed. Surely, you can find something else to do besides wasting your time on hating."

Guy wanted to figure out a way to have a good year, but he didn't know how to start. How could he have a good year in this miserable school away from all his friends? What should Guy do?

Possible Discussion Topics:

1. Do you think Guy was a poor sport?
2. What could Guy do to make his life at the new school more pleasant?
3. What could other pupils at the school do to make his life more pleasant?
4. What are some of the advantages of a small school that Guy didn't consider?

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COULD YOU USE MORE FREEDOM? #93

REAL FREEDOM IS NEVER A GIFT. YOU GET IT ONLY BY WORKING FOR IT AND LIVING UP TO IT.

"Stone walls do not a prison make - Nor iron bars a cage." These famous lines were written three centuries ago by poet Richard Lovelace, who was in prison at the time. Like any other prisoner locked up in a real jail, he knew that his freedom was severely restricted. He knew that the jail really had stone walls and barred windows. But he made a surprising discovery. The solid walls of the prison were less important than he had first thought.

Richard Lovelace would have understood what a modern poet meant by a strange definition of freedom. Robert Frost was interviewed by reporters six years ago on his eightieth birthday and asked how he would define freedom. He said that freedom means "easy in the harness."

Dictionaries define freedom with phrases that are easier to understand. They say that it means "personal liberty; the absence of restraint or confinement;" that a person who is free makes his own decisions and then acts freely on the basis of his decisions.

Dictionary definitions are meanings of the word as it is used in the English language. The definition by Robert Frost and the lines by the earlier poet express an understanding of freedom from life and experience.

In real life, freedom does not exist without duties. We may dream of being "free as a bird," but the freedom of birds is limited, too.

A dream of freedom might be of a person alone on a tropical island, an easy life with more than enough to eat and a comfortable climate. There'd be no one to give orders, nothing to interfere with free actions. Yet to enjoy such freedom, the person couldn't leave the island. In a short time, the island would be like a prison.

If one more friendly person were on the island, the freedom would at once have some restrictions. Nevertheless, both would feel more free than if either were alone.

A Free Country

As Americans, we know something about the meaning of freedom, because we live in a free country. The American Revolution was a war for independence, but like other revolutions, it could not provide personal freedom.

The foundation for our freedom was the work and wisdom that went into the American Constitution - laws that protect personal rights, provide for free elections, and limit government power.

These rules are what Robert Frost meant by "the harness." The "easy" means "feeling easy" - accepting the rules, understanding their value.

This does not mean that all of our laws are perfect. One of the most important freedoms - and duties - that we have is to improve our "harness" when we can, so that it serves freedom more effectively.

Personal Freedom

Freedom goes with action - not with lack of action. For young people it is an exciting challenge - the chance to show what they can do when faced with the task of making their own decisions. But the benefits of freedom have to be earned gradually.

At first a young person needs to take freedom in small doses. He begins by keeping promises and by accepting the results of his actions, good or bad.

He accepts the rules and responsibilities that go with freedom. He doesn't fight the good, serviceable "harness" that makes his own freedom possible.

Confidence comes from experience, from testing the wisdom of his action and judgment. With this confidence comes the "easy" feeling - knowledge that he can meet the responsibilities that freedom requires. Then, when he can handle more responsibility, he is ready for more freedom.

FREEDOM LIST

Below is a list of freedoms that young people can enjoy. In the blank space at the right, write your answer YES or NO to this question: "Does this freedom include restrictions and responsibilities?"

Any restrictions or responsibilities?

1. Freedom to drive an automobile..............................
2. Freedom to earn money with part-time work....................
3. Freedom to spend money..
4. Freedom to have dates..
5. Freedom to get married...
6. Freedom to use the telephone..................................
7. Freedom to become a class officer.............................
8. Freedom to study what you like................................
9. Freedom to work or play when you please.......................
10. Freedom to go to college......................................

OPEN END DISCUSSION

#94

In May, 1970, Olga Scarpetta gave birth to a baby girl. Olga was not married, and she put the baby up for adoption. In a few days, an agency found a couple, Mr. and Mrs. DeMartino, who wanted the child. They took her home and named her Lenore.

A few days later, Olga changed her mind. She wanted her baby back. But the agency didn't want to take Lenore away from the DeMartinos. So Olga took her case to a New York court. The judge said the agency must get the child back and give her to Olga.

It was then that the DeMartinos learned what was happening. Lenore was now five months old. But adoption becomes final only after six months. Until then, the natural mother (Olga) can change her mind.

But the DeMartinos would not give up Lenore. They took the case to a higher court. That judge also said they had to give up the child. Again, the DeMartinos said no. They took the case to the U.S. Supreme Court. But the Court could not hear the case right away.

The DeMartinos asked to keep Lenore in the meantime. One of the judges said they had to give her back - at least until the case was settled.

Instead, the DeMartinos moved to Florida - with Lenore. A Florida judge decided not to force them to give the child back. That would be harmful to Lenore, he said. By now, she was over a year old.

The Supreme Court has not yet heard the case. Meanwhile, many people have been talking about it. Some think the baby belongs with Olga. Others think the DeMartinos should keep her. Here are some of their arguments. What do you think?

1. Olga should get the child. She was probably scared and mixed up when she gave the child away. She shouldn't have to pay for this mistake for the rest of her life.

2. The DeMartinos should keep Lenore. They have taken care of her. They feel like her real parents. How can Olga say she loves Lenore? She's never even seen her.

3. The New York judges were right. A single woman can raise a child as well as a married couple. Olga loves Lenore and really wants her. That's what matters.

4. The first New York judge ruled that Olga is fit to be a parent. But he didn't have the DeMartinos come to court to give their case. And he didn't think about what would be best for the child.

5. The Florida judge said Lenore should stay with the DeMartinos - now that she's over a year old. But it's not Olga's fault that so much time has passed. She wanted Lenore when the baby was a few days old. But she couldn't speed up the courts.

6. The DeMartinos didn't know about Olga's feelings until Lenore was five months old. By then, she was a real member of their family. She recognizes the DeMartinos. Olga would be a stranger to her. How could anyone give a child to a stranger?

7. When Lenore grows up, she will hear about the case. The DeMartinos should give her back. Otherwise, she may blame them for keeping her from her real mother.

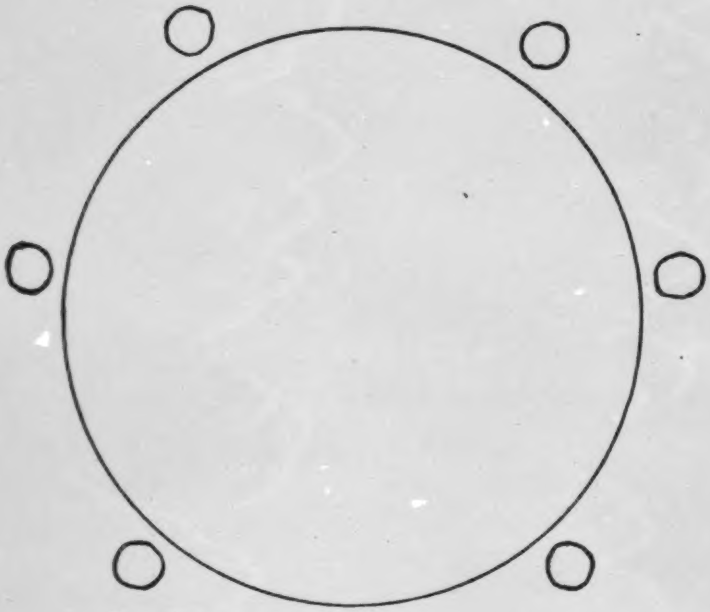
8. The Florida judge was the only one who listened to the DeMartinos' side of the story. Then he said Lenore should stay with them. Because Lenore is over a year old, he was right.

FRED'S BROTHER

#95

Six men sat down at a table to play poker. One of these men was Fred's brother. It is up to you to find who that man is and to place all the men at the circular table on this page, knowing the following facts:

Dan, who is no relation to Fred, sat next to Peter. The man who sat next to the man who sat opposite Fred, sat opposite Fred's brother. Dick sat opposite Dan, who sat next to the man who sat next to the man who sat opposite Fred. Harry sat opposite the man who sat next to the man who sat next to the man who sat opposite Fred's brother. Joe is a salesman.



CREATIVE-THINKING EXERCISES #96

To be used individually as beginning exercises to assess creativity thinking possibilities of students.

1. "The Pencil." Turn on your imagination and list as many different uses for a pencil as you can.
2. "The Candle." How many ways could an ordinary candle be improved? (After the students have had time to list ideas, go ahead with the following:)

When you want to improve something, think about what's wrong with it. If you list the problems people have with candles, you will think of many more improvements.

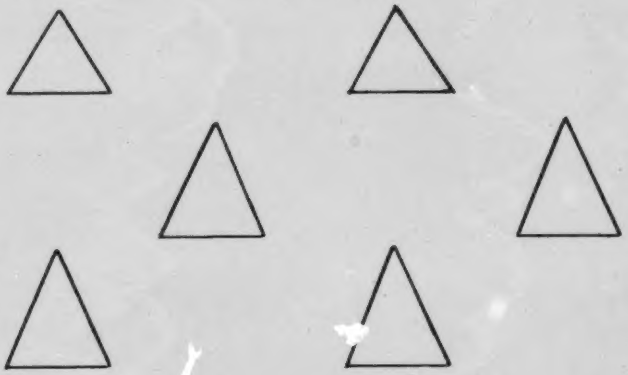
Some Problems With Candles:

1. It's sometimes hard to light them
2. It's sometimes hard to keep them lit.
3. It can be hard to stand them upright.
4. The wax usually drips.
5. The flame attracts insects.
6. There is a fire hazard.
7. People can be burned.
8. They don't last long enough.
9. They don't give enough light.
10. They sometimes have a strange odor.

Now go back to your list. Keep these 10 problems in mind, and you should be able to add many improvements to your list.

3. "Elaborate." Add to the figures below to make as many different pictures as you can. Think up a story you could tell your friends or teacher about some of these pictures.

(To the teacher: Make copies of these figures to distribute to the students.)



TAKE THINGS APART

#97

(To the teacher: This activity is one way to help students think up ideas; a background to creative thinking.)

Detective B.A. Hunter was the best detective on the whole police force. Rare was the day he didn't bring in at least one dangerous criminal. Sometimes this courageous crime-fighter caught whole gangs single-handedly.

But Hunter had one fault: He was forgetful.

One day he forgot his handcuffs.

Another day he forgot his gun.

And so on....

It's lucky he could think up ideas quickly and substitute everyday items for things he forgot.

One day the chief called Detective Hunter.

"There's been a crime at 91 Circle Drive," he said. "Report there at once to investigate!"

But when Detective Hunter arrived, he found that, as usual, he had forgotten something: his fingerprint powder.

Looking around, Detective Hunter saw a cigarette, a book of matches, and some .45 caliber bullets. "Thank Heaven!" he exclaimed. "I see at least two things I can substitute for my missing fingerprint powder."

What could Detective Hunter use as a powder?

1. ____

2. ____

The answer is easy - if you "take things apart" or combine them.

Detective Hunter opened the bullets and used the gun powder inside. He could have lit the cigarette and used the ash as powder, too.

Take Things Apart, cont.

Anything can be used in more than one way.

How many uses for a piece of paper can you list?

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

When I say, "Take something apart," I mean, "Look for its attributes (AT-tri-butes)." An attribute is a part or a quality. Detective Hunter "took apart" a cigarette and a bullet - looked for attributes that could help solve his problem. One attribute of a bullet is that it has gun powder inside. One attribute of a cigarette is that part of it turns to ash when it is burned.

Here are some attributes of paper:

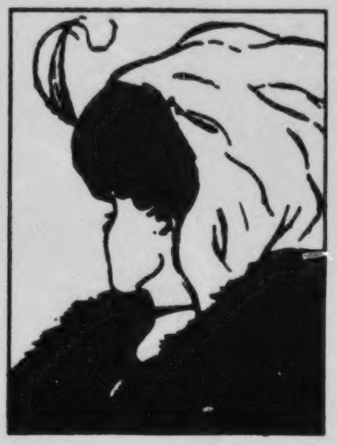
1. It usually has straight edges.
2. Its corners are usually right angles.
3. It usually can be burned.
4. It usually isn't transparent.
5. You usually can roll it.
6. You usually can bend it.
7. You usually can cut it.
8. You usually can tear it.
9. It sometimes has round holes.
10. It sometimes has parallel lines.
11. It's often white.
12. It's usually flat.

You can probably think of more attributes, but these 12 prove my point. Read this list, then go back to your list above. Can you now add many more uses for a piece of paper.

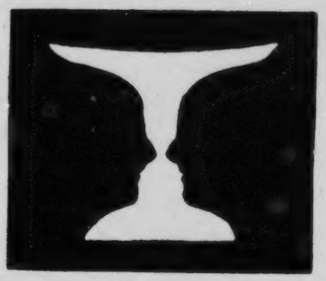
Attribute-listing works! It does help you think up more ideas!

PROBLEMS AND PUZZLES #98

Have you learned to look at a problem in more than one way?

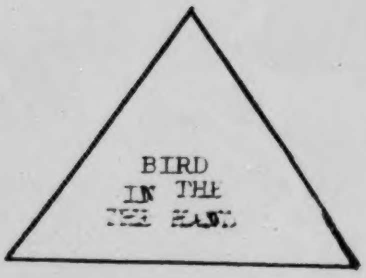


Describe this picture. Ask your friends to describe it.

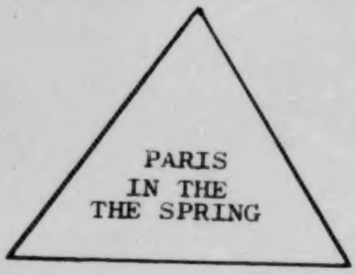


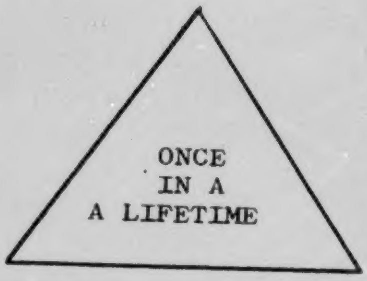
Look at this picture. What do you see? What do your friends see?

Read these messages


BIRD
IN THE
THE HAND

Are you sure that's what they say?


PARIS
IN THE
THE SPRING


ONCE
IN A
A LIFETIME

USE YOUR IMAGINATION TO SOLVE...

#99

1. A woman gave money to a beggar. She was the beggar's sister, but the beggar wasn't her brother. Why?

2. Two sisters born on the same day to the same parents and who looked alike said they were not twins. Why?

3. How many animals of each kind did Moses take on the ark with him?

4. If a plane carrying U.S. citizens crashed in Mexico, where would the survivors be buried?

5. Seventeen students took a test. All but nine failed. How many passed?

6. An archeologist found two gold coins dated 39 B.C. He knew at once they were fakes. How?

7. If you went to sleep at 8:00 P.M. and set your alarm for 9:00 the next morning, how many hours sleep would you get?

8. If you had only one match and entered a dark room to start up a kerosene lamp, an oil heater, and a wood stove, what would you light first?

9. If a roof runs north to south, and a rooster on the peak faces east, which way will the egg roll?

10. How many outs in an inning of baseball?

11. If you were in a room with only a calendar and a bed, what would you eat and what would you drink?

12. Two men played checkers. They played three games and each man won two. How?

GROUP PROBLEM SOLVING

#100

Every teacher has struggled with the problem of the group that ignores some of the members. Frequently more aggressive students will monopolize the discussion but accomplish little more than wheel spinning, since they have limited information they can bring to bear on the problem. The more timid group members will often acquiesce, happy for someone else to carry the burden of the discussion of resentful that they are not being included. Group members need to learn that in tryint to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully. The vocal members must avoid stifling the timid ones by showing off their knowledge, and the quieter members must recognize their responsibility to share their ideas with the group.

The following activity demonstrates to students the need for considering the information every group member can contribute and gives them practice in organizing to accomplish the task. Every member is given an essential piece of information - a clue in a murder mystery - so that no student can excuse himself from participation on the grounds that he "doesn't know anything about the topic."

Game:

Students are seated in a circle with the teacher standing outside the group. The teacher gives the following explanation:

> Today we are going to play another game that will help improve your discussion skills. Each of the pieces of paper I am holding contains one clue that will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you whether all five answers are right or wrong. If part of your answers are incorrect. I will not tell you which answers are wrong.
>
> You may organize yourselves in any way you like. You may not, however, pass your clues around or show them to anyone else, and you may not leave your seats to walk around the group. All sharing of clues and ideas must be done verbally.

After clarifying the rules, pass out the clues. If there are more than 27 students, make up extra clues or have some students share clues. Some students should be appointed to serve as observers and timekeepers. The observers can make suggestions about how the group could be better organized and work faster. The teacher stands unobtrusively in the background, indicating the passing of time on the blackboard. He should not interrupt, make suggestions or give hints.

Following are the clues, all of which are needed to solve the mystery. Type them (making several carbon copies for future use) on sheets of paper, leaving plenty of space between clues for cutting them apart.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

It was obvious from the condition of Mr. Kelley's body that it has been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

Group Problem Solving, cont.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

Follow-Up:

Help student to understand what caused the problems the group had in solving the mystery. If they were relatively successful in completing the work quickly, discuss the reasons for their success. Questions should focus on the skills learned earlier:

Was a leader needed?
How was time lost in getting organized?
Why was it ineffective for everyone to try to talk at once?

Finally students should discuss the need for the group to encourage everyone to contribute and to consider the contributions carefully:

What problems arose because some people didn't present their clues?
What should they have done?
In what ways did some members ignore the clues of others?
Was any attempt made to urge all persons to present their clues?
Did anyone ever forget a clue and make an incorrect inference?
Were all members included in solving the problem?
Did anyone monopolize the discussion?

AGREE-DISAGREE EXERCISE

#101

Often teachers wish to know how students feel about the content of the course, how it is being taught, how it might be improved to meet their needs. Such information could be quite valuable to all concerned. While the aggregate is working its way toward group maturity, however, teachers may be reluctant to open up such questions for discussion. And even when they do, the chance of getting anything close to a full group response is quite small. Until a class develops trust that their ideas are really valued, and until students develop some skills in expressing ideas in a constructive way, communication of feelings is difficult. But the process has to begin somewhere, and one method that seems to offer promise is the agree-disagree exercise.

Simply put, this type of exercise consists of a set of written atatements concerning a particular area of interest. The student, receiving a copy of the statements, reads them through and indicates his agreement or disagreement with each item.

If ten statements are composed so that five will favor one point of view and five favor another, it is a simple task to determine general attitudes. It is also easy to check student opinions individually and generally.

As is the case with all such data, the teacher may collect the papers for his own purposes. On the other hand, the students themselves may wish to analyze the findings in order to tap the otherwise unexpressed feelings of their peers. As the trust level grows in the class, it is usually wise for the teacher to have students collect, analyze, and report such data.

A more sophisticated use of the device involves an effort to reach consensus in the group. While anyone can, if instructed, indicate agreement or disagreement, it is safe to assume that students will have mixed feelings on a number of the items. Thus, the teacher may use the statements in the following way:

1. Announce that the sheets contain a number of statements about X (whatever the subject may be), and that each student is to read them carefully and mark them agree or disagree.
2. After allowing enough time for reading and reacting, divide the class into groups of five. These groups are to arrive at a consensus concerning their agreement or disagreement with each item. They may change the wording in any way that will help them make these decisions.
3. Each group then will report their conclusions to the rest of the class, including their changes in the wording of items and their reasons for making the changes.
4. The teacher may wish to have the entire class reach consensus, or he may end the exercise after the groups have reported and the class has had time to discuss the reports.

This procedure, whether the entire class reaches a consensus or not, brings out clearly the thinking of the students concerning the main issues raised. in addition, it creates a sense of participation. Its success will, of course, be enhanced to the degree that the teacher follows through in response to the opinions brought out. Such follow-through should include trying out some of the suggestions and allowing more time for expression of feelings at a later date. It would be true to the notion of group growth if the students themselves could conduct the second exercise. By the third or fourth time, the class usually outgrows the need for the exercise and begins to talk more freely.

A specimen of an agree-disagree exercise appears on the following page. Examination of the items will show a number of things. First, they are all concerned with questions of class procedure and teacher behavior. Second, they are divided between desires for teacher direction and desires for student direction and freedom. Items 1, 2, 4, 8, and 10 call for teacher direction, while items 3, 5, 6, 7, and 9 call for student direction. In addition, item 1 is the opposite of item 5 and item 3 is the opposite of item 8. The opposite items serve to check each other, but also they introduce alternatives for student thinking. Use of this exercise should provoke a great deal of controversy and discussion.

Agree-Disagree, cont.

AGREE-DISAGREE EXERCISE

Read each of the items below carefully and indicate your agreement or disagreement by placing an X on the appropriate line to the left.

AGREE	DISAGREE	
____	______	1. The teacher ought to do all the planning in the course because he knows most about the subject matter.
____	______	2. Outside reading should always be handled by having each student turn in a written book report to the teacher.
____	______	3. Using student committees for learning and reporting is a valuable part of the course.
____	______	4. Lecturing by the teacher is the best way to cover the subject matter.
____	______	5. Teachers should allow the students to participate in planning the course work.
____	______	6. Students can often learn more from each other than they can from the teacher.
____	______	7. Seats should be moved into a circle for class discussion.
____	______	8. Committee work wastes too much time. The teacher should do the teaching.
____	______	9. It is important that students in a class know each other while the class is in session.
____	______	10. The teacher should call on people in class when they do not volunteer.

SELF-ANALYSIS QUESTIONNAIRE

#102

Directions: The questions that follow are prepared to help you make a self-analysis of some of your study habits and attitudes. Read each question carefully and answer it sincerely. Do not stop to think, but answer upon the first impulse that comes to your mind. If you stop to think, you are likely to answer the questions the way you think they ought to be answered. But since you are trying to make an analysis of your study habits and attitudes, your first impulse is best. Under no circumstances will your answers affect your grade, nor will they be seen by other students.

Indicate your answer to each question by circling the "YES" or the "NO." You will have the remainder of the period.

YES NO 1. Can you distinguish materials that should be read carefully from those that may be scanned?

YES NO 2. Do you follow a regular time for preparing each lesson?

YES NO 3. Do you often ask others to help you with your lessons?

YES NO 4. If you can't understand the assignment, do you ask the teacher about it?

YES NO 5. Can you finish your school work and still have time for other activities?

YES NO 6. Do you listen carefully to an assignment and write it down?

YES NO 7. Do you daydream when you should be studying?

YES NO 8. Are there many words you do not know in your lessons?

YES NO 9. Do you make many mistakes because you hurry too much?

YES NO 10. Do you use the dictionary frequently?

YES NO 11. Do you have much trouble getting your lesson done?

YES NO 12. Can you make a summary or outline of your lesson?

YES NO 13. Can you find the main points in a lesson?

YES NO 14. Do you read so slowly that you cannot prepare your lessons in the given amount of time?

YES NO 15. Do you try to find out why you have trouble with your lessons?

Self-Analysis Questionnaire, cont.

YES NO 16. Do you give enough time to subjects you do not like?

YES NO 17. Can you outline a special topic and make a talk out of it?

YES NO 18. Do you frequently go to the motion pictures or watch a lot of TV on school nights?

YES NO 19. Do you often make poor grades on a test because you get nervous?

YES NO 20. Do you review notes carefully before a test or quiz?

YES NO 21. Do you read stories when you should be studying?

YES NO 22. Do you know how to take notes that will help you?

YES NO 23. Do you have so much school work to do outside of school that it affects your home chores?

YES NO 24. Can you use the references in the library effectively in preparing an assignment?

YES NO 25. Do you know when you should read fast and when you should read carefully?

YES NO 26. Do you have so many home chores that you cannot get your school work finished?

WHAT I LIKE TO DO

#103

Knowing what a person likes to do will often tell you a lot about the kind of person he is. In this section you will find out more about the kind of person you are by recording some of the things you like to do and why you like them. You will also list those things you don't like to do - and look at your reasons for disliking them. (In working through this section you may find that the things you like to do are things you do well. They will be a big influence on your eventual choice of a job.)

Part A:

You have many activities - of many different kinds - in your daily life. Some of them you like; others you don't like. On this sheet you can list your current activities, your reasons for doing them, and your attitudes toward them.

MY HOBBIES ARE	I HAVE CHOSEN THESE HOBBIES BECAUSE

MY FREE-TIME ACTIVITIES - THE THINGS I DO FOR FUN - ARE	I HAVE CHOSEN THESE ACTIVITIES BECAUSE

MY SCHOOL ACTIVITIES ARE	I HAVE CHOSEN THESE ACTIVITIES BECAUSE

What I Like To Do, cont.

SOME OF MY OTHER ACTIVITIES (FOR EXAMPLE, PART-TIME JOBS, HELPING AT HOME) ARE:

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

Part B:

- Which of the activities that you have listed in Part A do you like best? Why?

I LIKE THESE ACTIVITIES BEST: REASONS

________________________ ________________________

____

________________________ ________________________

____

________________________ ________________________

Which of the activities that you have listed do you dislike? Why?

I DON'T LIKE THESE ACTIVITIES: REASONS

________________________ ________________________

____

________________________ ________________________

____

________________________ ________________________

Which of your activities give you the greatest feeling of accomplishment? Why?

I GET THE GREATEST FEELING OF ACCOMPLISHMENT FROM THE FOLLOWING ACTIVITIES: REASONS

________________________ ________________________

____

________________________ ________________________

____

________________________ ________________________

What I Like To Do, cont.

Part C:
Your current favorite activities and your attitudes toward them can provide you with useful clues as you think about possible future jobs. On this sheet you can list some of your activities and jobs to which they could lead. How do you think you would like each job?

ACTIVITY	JOBS IT COULD LEAD TO	ATTITUDE TOWARD JOB

INSTRUCTIONS FOR ADMINISTERING AND USING THE INTEREST CHECK LIST

#104

(Developed by the United States Employment Service)

PURPOSE

The Interest Check List is an interviewing aid to be used when a counselor feels that further information on a counselee's interests is desired. The Check List has been developed to help counselees decide what kinds of work they would like best. It is particularly useful with persons who have no definite, stated work interests or who have limited knowledge of the wide variety of jobs and occupational fields that exists.

CONTENT

The Check List is comprised of 173 sample tasks representing a broad range of activities in the American economy. The 173 items were originally selected in 1957 to reflect a sampling of jobs in each major grouping of the Entry Occupational Classification (Part IV) of the second edition of the Dictionary of Occupational Titles (DOT). In the revised Check List the 173 items have been taken without alteration in wording or sequence and keyed to the Worker Trait Groups (WTG) and Occupational Group Arrangement (OGA) classifications of the third edition of the DOT published in 1965*. Users who do not have access to the 1965 edition of the DOT may use a copy of the 1957 Check List to relate the counselee's responses to Part IV fields of work.

The numbers in parentheses underneath each group of items in the Check List refer to WTG and OGA classifications which should be explored with the counselee when responses to related task statements indicate an interest in the activities described.

Worker Trait Groups are listed by page number in the left-hand sets of parentheses in order of their highest level of complexity. Additional references may be found under "Related Classifications" for each Worker Trait Group in Volume II of the DOT.

Occupational Group Arrangement references are listed by code number in the right-hand sets of parentheses in the same order as they appear in Volume II of the DOT. The Categories, Divisions, and Groups listed indicate the minimum occupational areas suggested for exploration in terms of OGA coverage. The Check List items do not necessarily apply to all of the occupations in a given area.

ADMINISTRATION

The Check List is self-administering. Directions in the Check List explain how to make responses. Approximately 20 minutes is the average time required to complete the check List.

In administering the Check List, the following steps are suggested:

- Explain to the counselee the purpose of the Check List and the fact that it is not a test--that there are no right or wrong answers.

Ask the counselee to write his name, the date, and his address or school (if a student) in the space provided on the face sheet.

Have him read the directions to himself. Ask him if he has any questions. Be sure that he understands the purpose of the Check List and what he is to do, including making a checkmark after each item and doublechecking at least three activities that he most likes to do. Observe the first few responses on the items to make certain that the counselee understands the directions.

Explain that there is no time limit but that too much time should not be spent on any one item. An individual's first reaction usually gives a better picture of his real interests than a carefully weighed response. Caution counselee to make his own responses to the Check List and not consult others in making choices.

Upon completion of the Check List by the counselee, he should return the List to the counselor, who may then discuss the completed List or schedule the counselee for a subsequent interview.

USE

No score is obtained from the Check List. It is not a test, but rather a counseling aid. It is an exploratory device from which the counselor and counselee can investigate together the range of vocational interests of the counselee.

Discuss "liked" activities with the counselee to be certain that they represent true vocational interests and not interests based solely on such factors as pay rates or glamorous nature of the job. First, discuss the items doublechecked as "most liked." Then, review other items checked as "liked", particularly the occupational clusters of checks. It is important to bring out what is liked about these activities and why they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he has had actual work experience, leisure-time activities, schooling, or hearsay information bearing upon the activity, and whether he is interested in investigating the job possibilities for that activity. Interests given the greatest consideration should be those which reflect a desire to participate in the activity rather than to be an observer.

Negative interests may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. Responses checked as uncertain might also be explored in activities where the counselee has had work experience or training.

Since interest is only one factor in the development of a vocational plan, help the counselee weigh his interest with the numerous other factors that have a bearing on the plan. Such other factors include aptitudes and skills of the counselee, education and training, personal traits, physical capacities, and financial considerations, as well as job requirements and employment opportunities. The vocational plan should represent the best reconciliation of all facts by the counselee.

The Interest Check List - is for sale by the Superintendent of Documents,
U. S. Government Printing Office, Washington, D.C. 20402 -
Price $2.00 per 100

309

CAREER EDUCATION - JUNIOR HIGH SCHOOL EXPLORATORY PROGRAM
PERSONAL DATA SHEET

#105

(Please Print)

Confidential

Date: ____________________

Name ____ Age ________
Last First Middle

Birthdate ____________________ Place ______________________________
Month Day Year City State

Years in this community __________ Years in this State ______________

Father's Name ______________________________ Father's Age ________

Father's Place of Birth ______________________________________

Schooling Completed 8 or less 9 10 11 12 Business College Some College Other Vocation School College Degree
(Circle the appropriate item)

Mother's Name ______________________________ Mother's Age ________

Mother's Place of Birth ______________________________________

Schooling Completed 8 or less 9 10 11 12 Business College Some College Other Vocation School College Degree
(Circle the appropriate item)

Father's Occupation ______________________________________

Mother's Occupation ______________________________________

Do you live with your parents _______ If not, is mother living __________

Is father living _______ With whom do you live if parents are separated or divorced ______________________________________

Do you live with a step-parent _______ Do you live with a guardian __________

How many brothers do you have that are older than you ___ How many younger ___

How many sisters do you have that are older than you ___ How many younger ___

Do you, or would you, like to travel ______ In how many states have you traveled ______ Have you been in foreign countries _______ If so, which ones, ______________________________ When ______________________

Personal Data Sheet, cont.

Do you like school better or less than when you were in the lower grades____

What hobby do you enjoy most______________________________.

1. What kind of work do you plan to do for a living? ______________________________

2. What is your second choice? ______________________________

3. What do your folks want you to be? ______________________________

4. What subject(s) do you like best? ______________________________

5. What subject(s) do you like least? ______________________________

INDICATE BY WRITING YES OR NO OR I DON'T KNOW ON THE FOLLOWING:

6. Do you plan to complete high school? ______________________________

7. Do you plan to take vocational training after high school? ______________________________

8. Do you plan to go to a 4-year college? ______________________________

9. Do your folks want you to go to school beyond high school? ______________________________

Signature______________________________

APTITUDE TESTS HELP YOU FIND THE RIGHT JOB #106

When you go to apply for a job, you may be asked to take a test. Some of the tests are skills tests. If you apply for a job that involves typing, they will give you a typing test. That is a skills test. A shorthand test is also a skills test.

Another kind of test you may be asked to take is an aptitude test. This test shows what kind of a job you might do well at. There are many kinds of aptitude tests. Some test mechanical aptitude. Some test clerical aptitude. There is even a test for musical aptitude.

How do aptitude tests help you find the right job? Suppose you have a high "mechanical" aptitude, but a low "clerical" aptitude. You would not be happy on a job that involved a lot of record keeping and writing, would you? There are many mechanical jobs which you would like much better. But if you had high "clerical" ability, and low "mechanical" ability, you would not be smart to take a job as a repairman. You would be happier working in an office. These are things aptitude tests help you to find out.

You can take an aptitude test at the State Employment Service office. It will help show you the jobs you would do well at before you go job hunting.

On this page and the next page are some of the questions that might appear on an aptitude test. Do them for practice. Then you won't be surprised when you are asked to take a real aptitude test.

A. RECOGNIZING ERRORS

Below is a list of names and amounts of money. Compare each line of the COPY at the bottom of the page with the same line in the first list. Each "word" or "abbreviation" or "figure" in the copy which is not exactly the same as in the first list is ONE error. In each line, mark every word or abbreviation or figure that is wrong. Then count the errors in each line and write the total number in the space at the right. If there are no errors, write "NONE". The first line has been done for you.

NAME	AMOUNT	NAME (copy)	AMOUNT	ERRORS
1. Dr. Allan Axelrod	$6590.30	1. Mr. Allen Axelrod	$6950.30	4
2. Mr. Charles Kissel	1858.00	2. Mr. Charles Kissell	1585.00	
3. Miss Alicia Gomez	4221.54	3. Miss Alice Gomez	4221.45	
4. Prof. Frank Miller	1324.99	4. Prof. Frank Miller	1324.99	
5. Mrs. Russell Tyler	2873.12	5. Mr. Russel Taylor	2872.13	
6. Dr. Samuel Rubenstein	3650.42	6. Dr. Samuel Rubenstien	3650.43	
7. Miss Frances Parris	5871.93	7. Miss Francis Paris	5781.95	
8. Mr. Richard Schiffer	5021.65	8. Mr. Richard Shiffer	5021.65	
9. Dr. John Wilkens	4676.02	9. Mr. John Wilkins	4767.20	
10. Mrs. Ann McManus	6333.63	10. Mrs. Ann MacManus	6336.33	

B. READING DIRECTIONS

Read the directions below and the statements at the right. Circle the number of the phrase that best completes each statement.

Sort first-class mail by size. Put a rubber band around each group of a different size. If a letter is bulky, seal the flap so the contents won't fall out on the way to the mail room.

Separate air mail, special delivery, and foreign mail from other mail. Write the type of special handling needed in the lower left-hand corner of the envelope.

If the contents of an envelope are held by a paper clip, make sure the clip isn't under the upper right-hand corner of the envelope. (This might damage the postage machine.)

You may enclose a letter in a package if you write on the outside "Letter Enclosed." Also, be sure to pay the extra postage.

1. Put a rubber band around letters of different: (1) contents; (2) colors; (3) sizes; (4) countries.

2. If a letter is bulky: (1) seal it; (2) put a rubber band around it; (3) write "Special Delivery" on it; (4) write "Letter Enclosed" on it.

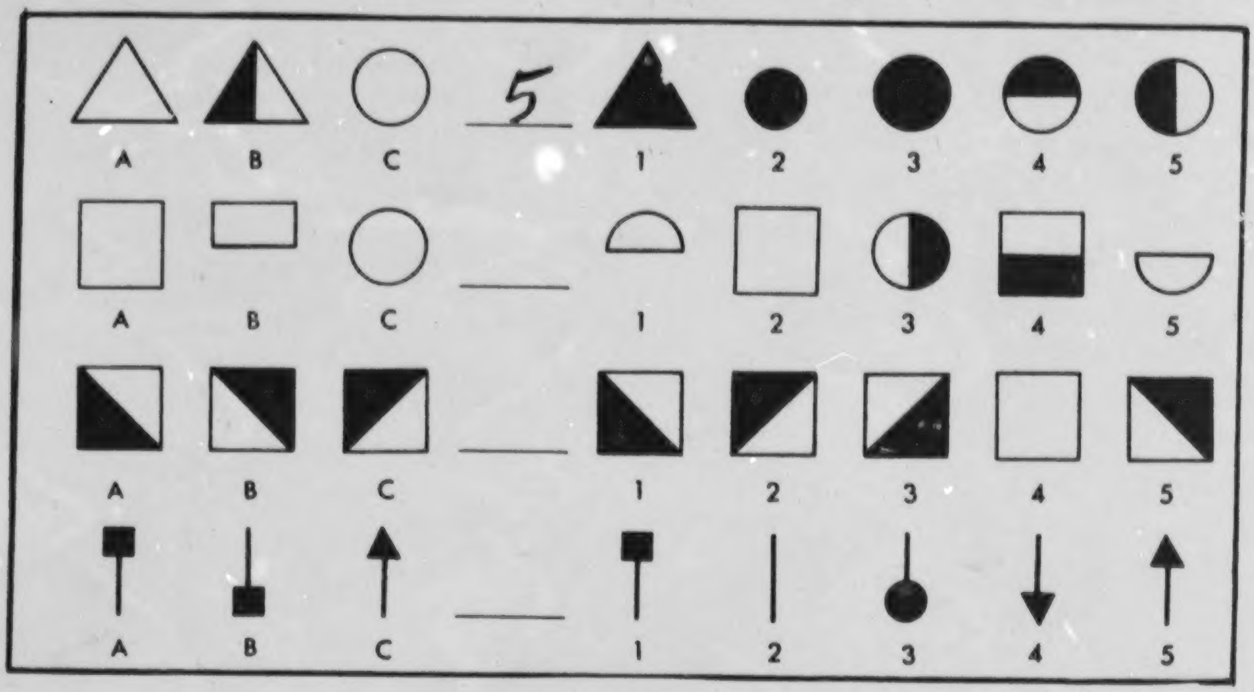
3. When a letter needs special handling, write the type of handling: (1) on the flap; (2) under the postage stamp; (3) in the upper right-hand corner of the envelope; (4) in the lower left-hand corner of the envelope.

4. Make sure that paper clips aren't under: (1) the flap (2) the upper right-hand corner of the envelope; (3) the lower left-hand corner of the envelope; (4) the rubber band.

5. You may enclose a letter in a package if you: (1) enclose a paper clip; (2) write "First-Class Mail" on the outside; (3) write "Letter Enclosed" on the outside; (4) seal the flap.

C. RECOGNIZING SHAPES

Each row below is a problem in which A is related to B in some way. Find the rule by which A is changed to make B. Then use the same rule to find out how C should be changed. One of the figures at the right side of the page is the correct answer. The first one is done for you.


A
B
C
5
1
2
3
4
5
A
B
C
1
2
3
4
5
A
B
C
1
2
3
4
5
A
B
C
1
2
3
4
5

I LIKE TO...... #107

Circle three activities you like - the three things you'd most like to do if you had an hour of spare time:

play the piano

repair a bike

run a race

read a book

make up a story

bake a cake

go for a hike

draw a picture

make a model car

write a letter

do a jigsaw puzzle

plant a garden

run a science experiment

make a floral arrangement

or____.

The items you circled might tell something about you and the kinds of work you would enjoy doing. Consider the three items circled: would you do two out of three indoor or outdoor? with someone else or alone? is it physical or would you use your brain? does it take patience or is it fast-action work? For instance, if you wanted to run a scientific experiment and do a jigsaw puzzle, you might make a fine research scientist - un-puzzling the causes of cancer. A model-car maker or artist might turn out to be a draftsman - working on blueprints for, say, an airplane manufaturer.

Of course, you might like doing these things and more. What do you like to do most? Just for fun, dream up three jobs that include lots of things you like doing. These jobs could be jobs of the future, jobs not yet created.

THE DECISION IS YOURS

#108

You are presented with a situation below and are given a number of choices. Rank the choices in number of preference, listing first choice with a "1" and a "2" next to your second choice, etc.

If you were eighteen years old, would you:

______ Go to college and take courses that interest you, but are of no "particular" value.

______ Go to college or trade school and take courses which will train you for a specific occupation.

______ Go to work at a job that interests you and allows you to "express yourself " but from which you don't expect to make much money.

______ Go to work at a job which involves long hours, hard work, and considerable risk to your health and safety, but very high pay for a person with no particular skills.

______ Go to work at a job which does not take much physical or mental energy, so you can do other things, but which does not pay very well either.

______ Go to work at a job that doesn't interest you much or pay well, but from which it is difficult to get fired, and which has a good health plan, life insurance, and retirement benefits.

______ Allow your parents to support you while you pursue your interests.

______ Find out about the use of the welfare system so you won't have to work.

______ Live off your friends and whatever spare change you can beg.

______ Go to college part-time and work part-time, thus increasing the number of years you'll spend in college but giving you more money than many college students.

The Decision is Yours, cont.

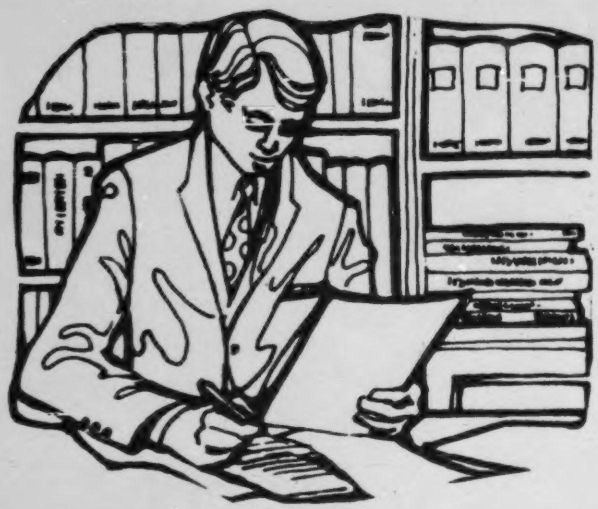
In a paragraph describe your attitudes toward your current activities. See if you can find out what the activities you like have in common and what the activities you dislike have in common.

HOW DO YOU SEE YOURSELF? #109

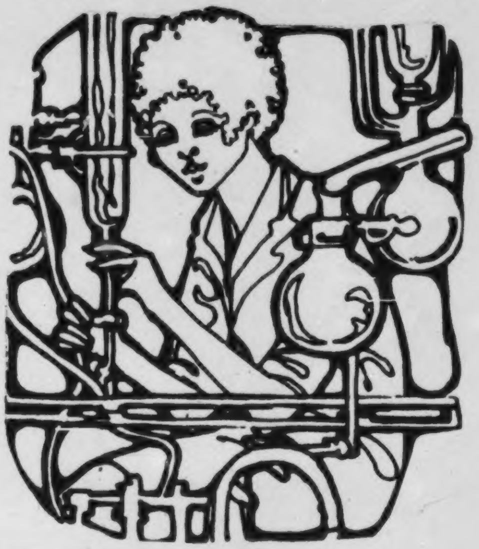
Where do you fit in? Here are pictures of people in eight different fields. Can you see yourself in any of these pictures? Match up your picture of yourself with these pictures of people at work.

---

1. Do you like literary work? Do you like to read and write? Are you good at English?
2. Do you like scientific work? Do you like to solve problems or invent things? Are you neat and accurate? Are you good at science?
3. Do you like mechanical work? Are you good with tools? Do you like to fix things?
4. Do you like clerical work? Do you like keeping things in order? Do you like to work indoors?
5. Do you like persuasive work? Do you like to deal with people and convince them to do certain things? Do you speak well?
6. Do you like to work outdoors? Are you strong and in good health? Are you good with your hands?
7. Do you like social service work? Do you enjoy helping people?
8. Do you like artistic work? Do you like to create things with your hands?

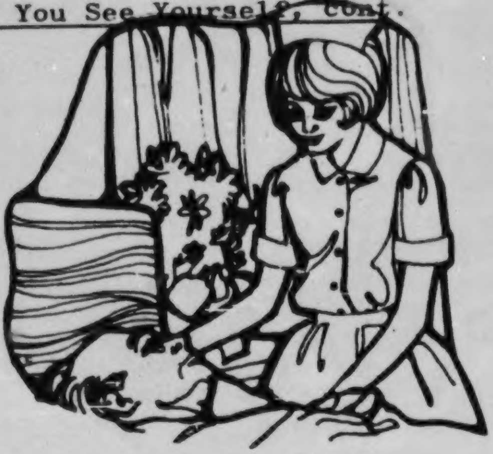


1. Literary Work
Could this be you? Yes__ No__

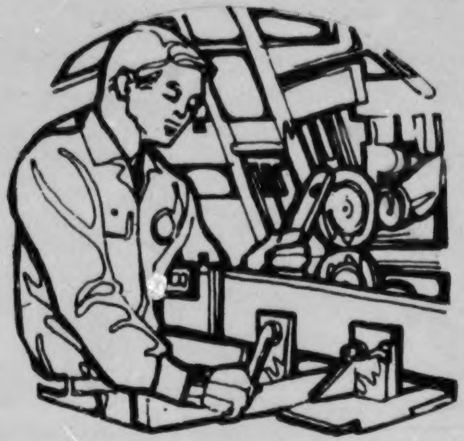


2. Scientific Work
Could this be you? Yes__ No__

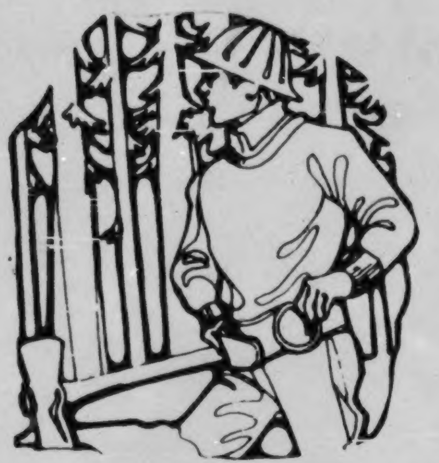
How Do You See Yourself, cont.



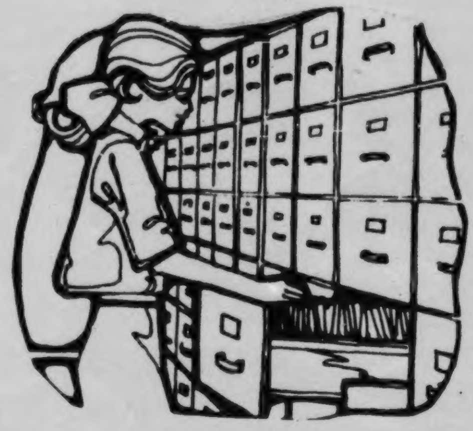
3. Social Service Work
Could this be you? Yes__ No__



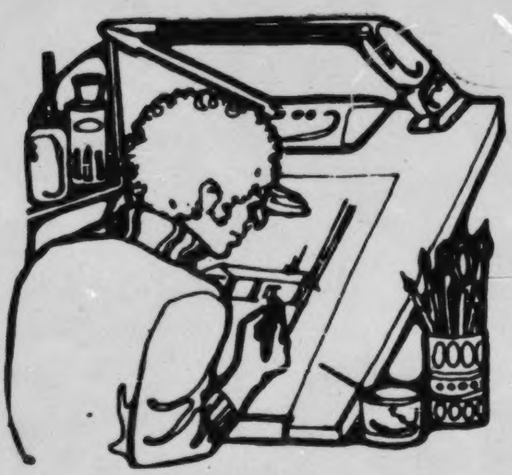
4. Mechanical work
Could this be you? Yes__ No__



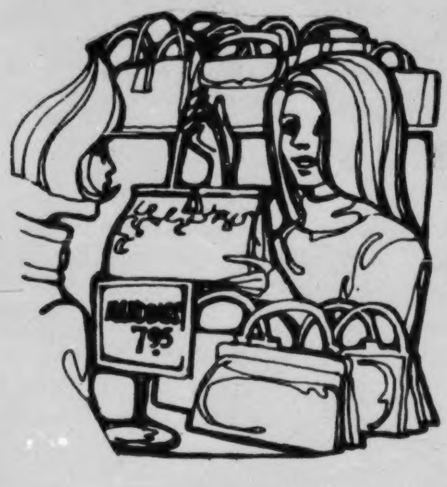
5. Outdoor work
Could this be you? Yes__ No__



6. Clerical work
Could this be you? Yes__ No__



7. Artistic work
Could this be you? Yes__ No__



8. Persuasive work
Could this be you? Yes__ No__

How Do You See Yourself, cont.

What is a personality test like? It's not really a test, but a look at your interests. There are no passing or failing scores. An answer is right if it is true for you. Your answers tell you and a vocational counselor what kind of job you'd enjoy and do well.

There are many different kinds of personality tests. One kind is here on these pages. Take it for practice. You won't get a grade on this test. Only a vocational counselor can tell you how your answers can help you.

Below you will find a list of things to do in groups of three. Decide which of the three activities in each group you would like to do MOST. Beside this activity, put an X in the first box, the one headed M. Then decide which of the three activities you like LEAST. Beside this activity, put an X in the second box, the one headed L.

Pretend you can do all the things listed, even those that need special training. You may like all three activities in a group, or you may dislike them all. In any case, show what you would choose if you had to choose.

M L

1. Repair cars _ _
   Design new cars _ _
   Sell cars _ _

2. Discover a cure for a disease _ _
   Write an article about a disease.... _ _
   Help someone overcome a disease _ _

3. Work at a telephone switchboard.... _ _
   Repair telephone lines _ _
   Install telephones in homes _ _

4. Visit a big tobacco farm _ _
   Visit a newspaper office _ _
   Visit an airplane factory _ _

5. Draw a picture of a dog _ _
   Build a doghouse _ _
   Write a story about a dog _ _

M L

6. Plan a school dance _ _
   Collect tickets at the door.... _ _
   Decorate the dance hall _ _

7. Sort mail in a postoffice _ _
   Grow vegetables _ _
   Care for old people _ _

8. Conduct a meeting _ _
   Keep track of dues and expenses.... _ _
   Write what happens at a meeting.... _ _

9. Teach a child how to swim.... _ _
   Fix a toy for a child _ _
   Explain electricity to a child.... _ _

10. Work in an office _ _
    Work on a ranch _ _
    Sell insurance around the country.... _ _

How Do You See Yourself, cont.

M L

11. Manage a political campaign _ _
Design campaign posters _ _
Answer the phone at headquarters.... _ _

12. Wait on people in a store _ _
Sell from door to door _ _
Write advertisements _ _

13. Prepare pay checks in an office.... _ _
Repair office equipment _ _
Interview people for work _ _

14. Write a play _ _
Direct a play _ _
Paint scenery for a play _ _

15. Do research on improving a product.... _ _
Persuade people to use a new product.... _ _
Figure out the cost of producing a product.... _ _

16. Teach first aid at a camp _ _
Teach arts and crafts at a camp _ _
Teach sports at a camp _ _

M L

17. Draw plans for houses _ _
Help build houses _ _
Sell houses _ _

18. Visit a chemical laboratory.... _ _
Visit a weather station _ _
Visit a large prison _ _

19. Write newspaper articles _ _
Deliver newspapers by truck.... _ _
Bill customers for newspapers.... _ _

20. Pilot an airliner _ _
Make airline reservations _ _
Sell airline service _ _

21. Repair factory machinery _ _
Inspect factory products _ _
Check factory workers' health.... _ _

22. Create oil paintings _ _
Paint houses _ _
Fill out orders for paint _ _

How Do You See Yourself, cont.

Only a vocational counselor can tell you the results in detail. But here you can get an idea of your interests. And the more interested you are in something, the more successful you will probably be in it.

This test measures eight interests. They are:

1. Literary work. People interested in literary work like to read, write, and teach.

2. Scientific work. People interested in scientific work like to solve problems or invent things.

3. Social service work. People interested in social service work enjoy helping others.

4. Mechanical work. People interested in mechanical work like to use machines and tools and fix things.

5. Outdoor work. People who like to work outdoors usually do well as farmers, foresters, construction workers, and so on.

6. Clerical work. People interested in clerical work like details, accuracy, and working indoors.

7. Artistic work. People interested in artistic work like to create things with their hands using design, colors, and materials.

8. Persuasive work. People interested in persuasive work like to deal with others and sell them ideas and products.

Here's how to find out your interests. Look, for example, at question one on page 3. (a) Repair cars (b) Design new cars (c) Sell cars

If (a) is the activity you like most, you show mechanical interest. If you chose (b), you show artistic interest. If you chose (c), you show persuasive interest.

Look at question two on page 3: (a) discover a cure for a disease (b) write an article about a disease (c) help someone overcome a disease

A choice of (a) shows scientific interest; (b) shows literary interest; (c) shows interest in social service.

After you go over all your answers, you should have a picture of your interests. At this point, a vocational counselor should help you. He can tell you the many different kinds of jobs within a single interest area. He won't tell you what to do--only what you might enjoy doing, and do well.

My major interests are (check from one to three areas):

___1. Literary Work
___4. Mechanical Work
___7. Artistic Work

___2. Scientific Work
___5. Outdoor Work
___8. Persuasive Work

___3. Social Service Work
___6. Clerical Work

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How Do You See Yourself, cont.

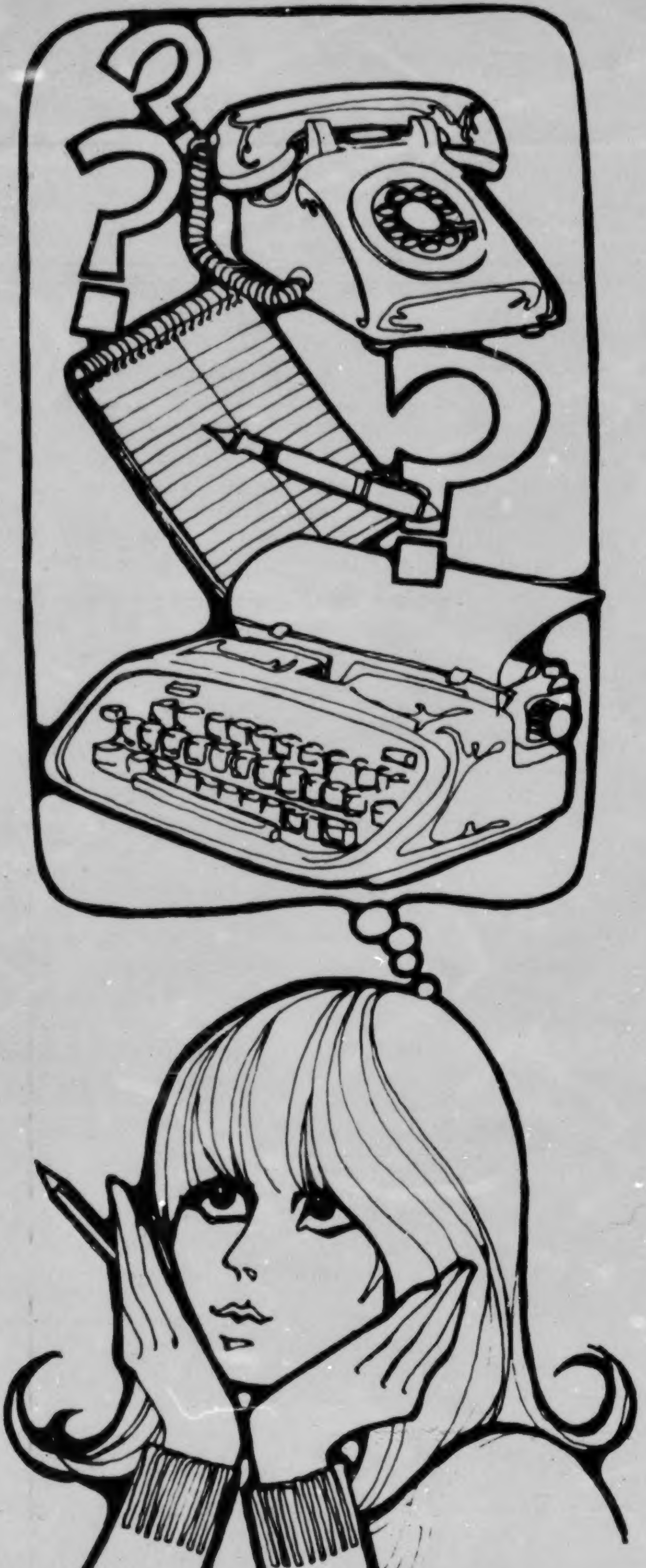
JOBS IN EIGHT FIELDS

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter magazine writer author advertising writer librarian teacher editor proofreader news broadcaster
SCIENTIFIC WORK	doctor laboratory technician dietician engineer electronics technician chemist dentist pharmacist biologist physicist space scientist draftsman bacteriologist
MECHANICAL WORK	heavy-machinery operator auto mechanic airplane maintenance or repairman TV or radio repairman small-appliance repairman telephone installer air-conditioner installer locksmith machinist airline pilot electrician truck driver plumber
CLERICAL WORK	office clerk secretary bookkeeper computer operator order-fulfillment clerk accountant band teller typist hotel clerk switchboard-operator tabulating-machine operator office - messenger stock clerk ticket agent
PERSUASIVE WORK	salesclerk car or insurance salesman lawyer politician union leader door-to-door salesman employment manager lecturer travel agent
OUTDOOR WORK	house painter bricklayer carpenter telephone lineman construction worker farmer forester gardener sports instructor pro athlet gas-station attendant recreation director
SOCIAL SERVICE WORK	nurse nurse's aide YMCA worker tutor vocational counselor religious leader social worker physical therapist orderly home economist practical nurse
ARTISTIC WORK	artist photographer musician actor dress designer model dancer interior decorato hand letterer movie cameraman architect hair stylist cartoonist furniture designer

JOBS I MIGHT LIKE ARE ____________________

____

____



HOW MUCH DO YOU KNOW?

Can You Find The Right Job For Them?

Test your knowledge. Help the following people find jobs they might like. Put a check in the blank space to the left of the right job for each.

1. Bill W. likes to work outdoors. He is good with his hands. Bill might lik to be a

_____a. car salesman.
_____b. carpenter.
_____c. newspaper reporter.

2. Jane A. likes social service work. She enjoys helping people. Jane might like to be a

_____a. nurse.
_____b. bookkeeper.
_____c. model

3. John L. is interested in persuasive work. He likes to sell people ideas and products. He is also interested in mechanics. John might like to be a

_____a. hotel clerk.
_____b. machinery salesman.
_____c. TV repairman.

4. Mary B. is interested in clerical work. She likes details, accuracy, and working indoors. Mary might like to be a

_____a. hair stylist.
_____b. salesclerk.
_____c. computer operator.

5. Don S. is interested in literary work. He likes to read and write. Don is also interested in science. He might like to be a

_____a. lawyer.
_____b. medical writer.
_____c. vocational counselor.

OCCUPATIONAL GOALS WORKSHEET

#110

Student's Name ______________________________ Date ____________________

The title of this unit is "Self-Understanding." You know a lot more about yourself already. You have probably had at least one ambition to "be something when I grow up." Maybe you have an ambition now, or several of them. This is one set of understandings you ought to have; what your choice, or goal, is now.

Use these thought and memory seekers to help you recall, record, and write about your occupational choice, or goal.

When I was a little kid, I said to myself (and maybe to others) "When I grow up, I'm going to be a:

______________________________, or a ______________________________, or

a ______________________________. I remember the reasons that being a

______________________________ sounded good; It was because ______

____.

And the other things I wanted to be were because ____________________

____

____.

Since then I have had other ideas about what I would like to work at as an adult. Some of them have been for short periods of time, and some for longer periods.

JOB	INTERESTED ME BECAUSE	LENGTH OF INTEREST

I have thought about some jobs that look good, but I've decided against them as real possibilities because I would never be able to learn enough to do them; jobs like

JOB	REASON I COULDN'T LEARN IT

If I could be anything in the world, I would like to be a(n) __________

______________________________________ because ____________________

____

Occupational Goals Worksheet, cont.

Of all the people I have ever known or heard about, the one person I admire most is: ________________________________

because ________________________________.

The most important job in the world, I think is ________________

because ________________________________

The job I really like and think that I could learn to do and be happy with for all of my adult working life is ________________.

This is my "Occupational Goal (Choice)" because ________________

____

____

I plan to attain it (to actually end up working at this kind of job) first in junior high school b ________________________

____

____

In senior high school I will continue to prepare for it by ________

____

After my high school years I will ________________________

____

____

____

And while I am working at my first full-time job I will be preparing for future chances to get better jobs in this line of work by ______

____

____

VOCATIONAL INTERESTS

#111

On this page fill in your own ideas regarding your basic occupational interest

Stated or Expressed Interests

Of the various part-time or summer jobs you have held, which did you like best

____

Why? ______________________________

List in order of preference three occupations in which you would like to earn your living:

OCCUPATION	REASONS FOR INTEREST IN THE OCCUPATION
1. ____________	______________________
2. ____________	______________________
3. ____________	______________________

What is your present vocational choice? ______________________

When did you make this choice? (Year) ____________ What occupation do your parents want you to follow? ______________________

If you were free from all restrictions, what would you like to be doing ten or fifteen years from now? ______________________

It is possible to make a rough classification of occupational families or grou of occupations. In the following list, indicate in order of preference (1 2 the three groups in which you believe you would fit best:

_____ Occupations involving business contacts with people such as the various fields of selling, promotional work, politics, etc.

_____ Occupations involving business detail work, such as accountant, business statistician, cashier, banker, stenographer, and office clerical work.

_____ Occupations involving social service activities, such as Y.M.C.A. worker Boy Scout Executive, personnel worker, social case worker, teacher, welf worker, etc.

_____ Occupations requiring artistic abilities, such as musician, actor, artis interior decorator, designer, etc.

_____ Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.

_____ Occupations involving verbal or linguistic work, such as lawyer, newspap man, author, advertising man, professor, librarian, etc.

(Occupations involving executive responsibilities are not included separately, because promotions and advancement in any one of these six groups may lead to management, supervisory duties, and executive responsibilities.)

TESTED VOCATIONAL INTERESTS

Many schools are now using various "interest blanks," "preference records," or "interest inventories." Space is not provided here for recording these numerous "interest" ratings, because special report blands are usually prepared by the psychologists who have developed the interest tests. It is suggested, however, that you attempt to summarize your tested interests, if available, in the following spaces:

Name of Interest Test	Date Administered	Most Prominent Occupational Interests or Interest Areas	Least Prominent Occupational Interests or Interest Areas

Now compare your tested interests with your own expressed interests. Do tested interests and expressed interests match up well? If not, why not? Do your abilities and aptitudes seem to fit your interest pattern? If not, can you explain the difference, that is, work out a compromising objective, substitute goal, or combination that is satisfying to you?

Remember that there are no right or wrong answers on our interest blanks. Various interpretations of your ratings are possible. Your own expressed interests must not be set aside, but may need to be modified.

NOW IS THE TIME TO SEE YOUR COUNSELOR FOR HIS INTERPRETATION, HIS ADVICE, AND HIS GUIDANCE. SPACE IS PROVIDED FOR YOUR CONFERENCE NOTES.

YOUR PERSONAL QUESTIONNAIRE

Physical Limitations: Your physical abilities may affect your job choice.

1. Lifting. Are you able to do heavy work? That means a job where you lift 100 pounds or often lift and carry 50-pound objects. It also means lots of walking, standing, stooping, reaching, or moving things. (Circle one code phrase.)

   Answer

   Yes, I could.

   No, I wouldn't be able to.

   I could, but wouldn't want to.

   I don't know.

2. Impaired Vision. Do you have very bad eyesight? That is, are you unable to do close work, or tell distance, even with glasses?

   Answer

   Yes, I do have impaired vision.

   No, I do not have impaired vision.

3. Deafness. Are you deaf or unable to speak?

   Answer

   Yes, I am deaf.

   No, I am not deaf.

Location. Some people have strong feelings about where they live and work.

4. Region. Where are you willing to live?

   I will take a job only in the area where I now live.

   I will take a job only in the Pacific Northwest.

   I will take a job anywhere in the U.S.

5. City Size. Some people want to work only in a large city; others want to work in a small city; others want to work in a small town. What size community are you willing to work in?

   Only in a large city (like Seattle, Portland, San Francisco)

   In a large city or small city, but not a small town or rural area.

Only is a small city (like Eugene, Salem, Medford.

In a small city, small town, or rural area, but not a large city.

Only in a small town, rural area.

No strong preference about city size; I am willing to work in any size community.

6. Working Conditions. What kind of job would you take?

Only jobs where the work is mostly indoors.

Only jobs where the work is mostly outdoors.

No strong preferences; I would consider both indoor and outdoor jobs.

Sex

7. Sex. Job patterns are changing, but some jobs (such as barber) are still mainly filled by men; others (such as nurse) are still mainly filled by women.

Do you want to know about jobs that are:

Mainly filled by men.

Mainly filled by women.

No strong preference; I would consider either kind.

Education and Training. There are various ways to prepare for employment. Formal schooling may or may not be important for your job goal.

8. Education. How much training will you have when you enter your career field. Consider your present education plus additional education you would like. (Circle the code for the longest training program that you would be willing to complete.)

No special education or training before starting on the job.

High school graduation or G.E.D. and a short training period.

Up to one year of special training (formal on-the-job training or full-time schooling.)

Up to two years of special training (apprenticeship or full-time schooling) or equivalent.

a four-year college degree or equivalent.

Any amount of education, including University Graduate School training or equivalent.

Aptitudes. How good are you at:

9. Working With Hands. How good are you at doing fine work with your hands and fingers? Can you handle small things easily, quickly, and accurately? (finger dexterity.)

Very Good   Fairly Poor
Fairly Good   Don't Know

10. Eye For Accuracy. How good is your eye for detail? Are you good at finding errors in words or numbers, or at copying material accurately? (clerical aptitude.)

Very Good   Fairly Poor
Fairly Good   Don't Know

11. Ability With Words. How good are you with words? Do you usually understand the meaning of words? Can you express yourself well in speaking and writing? (verbal aptitude)

Very Good   Fairly Poor
Fairly Good   Don't Know

12. Ability With Numbers. Are you good with numbers? Can you do arithmetic problems quickly and correctly? (numerical aptitude.)

Very Good   Fairly Poor
Fairly Good   Don't Know

13. Catching On To Things. Do you catch on to things easily? Are you good at understanding instructions and the reasoning behind them? Are you good at figuring out things? (general ability.)

Very Good   Fairly Poor
Fairly Good   Don't Know

Interests. Some people have strong likes and dislikes about the things they do on a job.

Working With Things, such as tools, instruments, machines, materials, and products. There are several different ways of working with things; doing precision work, operating equipment, or handling things. Which kinds of work interest you?

14. Precision Work. Would you like to adjust and repair equipment or use instruments or tools to do precision work? Work in mechanics, meta working, office machinery repair, drafting, laboratory testing, the building trades, and sewing are precision work.

Yes, I could consider jobs where this is a major part of the work.

I do not want a job doing precision work.

No preference.

15. Operating Equipment. Would you like to operate machinery? This could mean running a wood-working machine, a computer, or office equipment; or it could mean driving equipment such as buses or bulldozers.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job operating equipment.

No preference.

16. Handling Materials. Would you like handling materials? You might steadily remove materials from a machine, sort small parts, or move things from one place to another as in production work, logging, farm work, sorting and grading, assembly work, and stock work.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job handling materials.

No preference.

Working With Information. Most jobs involve the use of information, jobs, facts, or figures in one way or another. Which ways of working with information interests you?

17. Interpreting Facts. Would you like figuring out new ways of doing things, keeping track of a lot of things at once, analyzing information, and determining what to do? This includes jobs in management, medicine, engineering, teaching, law, repair work, etc.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job that requires interpreting facts.

No preference.

18. Organizing And Using Information. Would you like to gather information and put it together, and then know what to do with the information? People in office work, laboratory work, and in the building trades use information in this way.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job that requires organizing and using information.

No preference.

19. Copying, Sorting, Putting Things Together. Would you like to copy or type, to follow step-by-step plans to make things? Would you like to compare and sort things? If so, you might consider jobs where you use information in this way.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of this kind of activity.

No preference.

Working With People. There are different ways to work with people. Be sure you understand which ways you want to work with them.

20. Counseling. Would you like to be responsible for helping one person at a time find a solution to his personal, legal, medical or other problems?

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of counseling.

No preference.

21. Discussing, Bargaining. Would you like to exchange information and opinions or bargain with others to reach decisions about programs, policies, and actions to be taken? Managers, health inspectors, and union bargaining agents, for example, spend a lot of time discussing and bargaining.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of discussing and bargaining.

No preference.

22. Teaching, Supervising. Would you like to teach things to people, to explain work procedures and to assign work to people? Would you like to keep up good working relations among workers and judge their work? Supervision, teaching, and recreation are examples of this kind of work.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of teaching or supervising.

No preference.

23. Selling, Persuading. Would you like to sell or try to talk people into something?

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of selling or persuading.

No preference.

24. Assisting. Would you like a job where you have to be pleasant to many different customers or other workers while you give or get instructions? Waitress, sales clerking, stewardess, library and reception work are examples of assisting jobs.

Yes, I would consider jobs where this is a major part of the work.

I do not want a job with a lot of assisting.

No preference.

Earnings

25. Starting Wage. How much must you make (for full-time work) before you would consider working in a job field?

At least the minimum wage.

At least $350 per month wage.
($2.00 per hour)

At least $500 per month wage.
($2.88 per hour)

At least $700 per month wage.
($4.00 per hour)

At least $1,000 per month wage.
($5.75 per hour)

Not important at this time.

FACTORS I CONSIDER IMPORTANT IN CHOOSING A JOB

#113

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1. Certainty of continuous employment			
2. Opportunity for advancement			
3. Opportunity to make money			
4. Opportunity to use your own ideas			
5. Pleasant people to work with			
6. Good hours			
7. Opportunity to learn a job			
8. Opportunity to "do good for people"			
9. Variety of work			
10. Opportunity to be in a position of authority			
11. Having a good boss			
12. Having clean work			
13. Prestige of the job			
14. Opportunity for adventure			
15. Opportunity for travel			
16. Chance to work inside or outside (underline preference)			
17. Opportunity to become famous			
18. Easy work			
19. Chance to use abilities			
20. Chance to use past training, education or experience			
21. Chance to satisfy parents, relatives or friends			
22. Chance to work for yourself			

Factors I Consider Important, cont.

FACTORS ONE CONSIDERS IMPORTANT IN CHOOSING A JOB

FOR DISCUSSION:

There is often a tendency to feel that once abilities, interests and aptitudes have been ascertained they can be matched up with a job that fits them. It is not that simple. Frequently abilities, interests and aptitudes become a minor factor in choosing a career.

Factors that cannot be ignored and which many times become major considerations in choosing a career are:

1. Wishes of parents
2. Prestige of occupation
3. Occupational prejudices
4. Race and sex prejudices
5. Money
6. Cost of educational preparation
7. Kind of work your friends do
8. Kind of clothes worn
9. Surroundings of daily work
10. On the job social contacts

EDUCATIONAL & VOCATIONAL PLANNING QUESTIONNAIRE #114

HOME ROOM GRADE SCHOOL NAME LAST FIRST MIDDLE

Print the information as requested at the top of this sheet.

Please answer the following questions carefully:

A. I Have Lived In Malheur County For:

1. Less than three months
2. More than three months but less than a year
3. More than one year but less than three years
4. More than three years

B. The Place I Would Prefer To Live And Work Would Be:

1. In my present community
2. In Malheur County, but not in my present community
3. In Oregon but not in Malheur County
4. Outside Oregon

C. I Am:

1. Male
2. Female

D. Do You Have Any Physical Handicaps That Limit You In Any Way?:

1. Yes
2. No

E. Which One of the Following School Subject Areas Is Most Interesting To You At This Time?:

1. Agricultural Science
2. Business Education
3. English
4. Music, Fine Arts
5. Foreign Language
6. Home Economics
7. Mathematics
8. Physical Education
9. Science
10. Social Science
11. Vocational Education/Industrial Arts

Ed. And Vo. Planning Questionnaire, cont.

F. Which of the Previous Subject Areas Is Your Second Most Interesting?:

G. Which One of the Following Types of Work Is of Most Interest To You At This Time?:

1. Outdoor type of work
2. Mechanical type of work
3. Working with numbers
4. Scientific type of work
5. Manual work, work with my hands
6. Sales work, advertising, public relations
7. Work that uses my artistic ability
8. Work that involves reading and writing
9. Work that uses my musical ability
10. Work in which I am of direct service to other people
11. Secretarial or clerical type of work

H. Which Do You Think Is Your Strongest Aptitude? My First Choice Is?:

1. Verbal (ability to work well with and understand written materials)
2. Numerical (ability to work well with numbers and mathematics)
3. Physical (ability to use my hands and body well)
4. Spatial (ability to picture something in my mind from a drawing)
5. Clerical (ability to work well with details in numbers or words)
6. Mechanical (ability to work well with machines or tools)
7. Social (ability to work well with other people)
8. Scientific (ability to apply knowledge or technical skill in a systemized manner)
9. Sales (ability to communicate well with others for the purpose of selling ideas or goods)
10. Construction (ability to make things or put them together)

I. Which of the Above Aptitudes Is Your Second Strongest?:

J. How Sure Are You That Your Responses To Questions H and I Really Are Your Strongest Aptitudes?:

1. Certain
2. Very Sure
3. A Little Uncertain
4. Very Certain

K. The Following Courses of Study Are Offered In Most High Schools. My Present Course of Study Is:

1. General Education
2. Business Education
3. Vocational Agriculture
4. Fine Arts
5. Vocational Education/Industrial Arts
6. Home Economics
7. College Prep. Math/Science
8. College Prep. English/Social Studies
9. College Prep. General Program
10. Combination of two or more of 1-9

L. How Sure Am I About My Choice of a Course of Study?:

1. Very sure, it is exactly what I want
2. Somewhat sure, I think it is what I wanted
3. Doubtful, I am not too sure it is what I wanted
4. I realize now I am in the wrong course of study

M. I Estimate My Evaluation Since 6th Grade To Be:

1. Very High
2. High
3. Fairly High
4. Average
5. Below Average
6. Fairly Poor
7. Very Poor

N. If I Had A Choice of One of These Kinds of Jobs, Which Would I Choose? My First Choice Is:

1. A job where I could be leader
2. A very interesting job
3. A job where I would be looked upon very highly by my fellow men
4. A job where I could be boss
5. A job which I would be absolutely sure of keeping
6. A job where I could express my feelings, ideas or skill
7. A highly paid job
8. A job where I could make a name for myself - or become famous
9. A job where I could help other people
10. A job where I could work more or less on my own
11. A job where I could work for a leader

O. My Second Choice From the Previous List of Jobs Is: ______________________________

P. At This Time My First Choice of A Career For Which I Have the Necessary Ability And A Good Chance For Success After Graduation From High School Or College Is In the:

1. Professional-technical occupations (engineers, doctors, teachers, etc.)
2. Clerical-sales occupations (secretaries, salesmen, clerks, etc.)
3. Service occupations (policemen, beauty operators, cooks, etc.)
4. Agriculture, fishing, forestry occupations (farmers, foresters, etc.)
5. Processing occupations (workers in oil, steel, plastic, leather, wood, and other processing industries)
6. Machine trade occupations (machinists, printers, mechanics, cabinetmakers, etc.)
7. Bench work occupations (T.V. repairmen, electronics assembly, watch repair, etc.)
8. Structural work occupations (welders, painters, electricians, grading, etc.)
9. Miscellaneous occupations, (truckers, warehousemen, photographers, actors, miners, etc.)

Q. My Second Choice of A Career From the Above List of Careers Is In the Field of: ______________________________

R. In Which Area Is My Father (or head of household) Employed At Present?:

1. Professional-technical occupations (such as engineers, doctors, teachers, etc.)
2. Clerical-sales occupations (such as secretaries, salesmen, clerks, etc.)
3. Service occupations (such as policemen, beauty operators, cooks, etc.)
4. Agriculture, fishing, forestry occupations (such as farmers, foresters, etc.)
5. Processing occupations (such as workers in oil, steel, plastic, leather, wood and other processing industries)
6. Machine trade occupations (such as machinists, printers, mechanics, cabinetmakers, etc.)
7. Bench work occupations (such as T.V. repairmen, electronics assembly, watch repair, etc.)
8. Structural work occupations, (welders, painters, electricians, grading, etc.)
9. Miscellaneous occupations (such as truckers, warehousemen, photographers, actors, miners, etc.)
10. Unemployed, retired or disabled

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S. Based Upon the Facts I Have Now, My Plans For the Future Are:

1. I am undecided about whether to go to work or continue in school
2. To graduate from high school and go right to work with no further education
3. To graduate from high school and become a housewife
4. To graduate from high school and work for a company which will train me on the job or send me to school
5. To graduate then enter military service and go to school there
6. Attend a private technical, trade, business or beautician school
7. To take some junior college or adult education courses
8. To complete a junior college program (degree or certificate)
9. Go to a junior college and then transfer to a four-year college
10. Go right to a four-year college or university

T. Please Note Your Need At This Time For Help With Educational And Career Planning:

1. Need considerable help in figuring out what I am going to do
2. Have some things planned but could use additional help
3. Plans are pretty clear and do not need additional help at this time

U. Do You Plan On Teaching As A Career?:

1. Yes
2. No

ASSESSMENT QUESTIONNAIRE

#115

PLEASE PRINT
DATE ______________________ NAME ____

SCHOOL ____________________________ CITY ________________________________

MY TENTATIVE OCCUPATIONAL CHOICE ______________________________
(NAME ONE ONLY)

In this test you will be asked questions about your vocational interests and educational plans. Each question is important. Read each question carefully and answer it as best you can.

You are to mark only one answer for each question. If you make a mistake, carefully erase your mark before making a new one.

PART A: MY THOUGHTS

Please mark an X in the column that most nearly represents your feelings and/or knowledge about each item.

USUALLY (Usu) SELDOM (Sel) NOT SURE (N S)

USU	SEL	N S	
			1. People who accept their condition in life are happier than those who try to change things.
			2. Good luck is more important than hard work.
			3. When I try to get ahead, something or somebody stops me
			4. When a person is not successful in life, it is his own fault.
			5. I'll have a hard time getting the right kind of jobs, even if I get a good education.
			6. If I could change, I would be someone different from myself.
			7. Personal sacrifice should be made to get ahead in the world.
			8. Learning is very difficult for me.
			9. I would do better in school work if teachers did not go so fast.
			10. My chance to be successful in life is limited.
			11. My teachers think I could be a better student.
			12. My parents think I could be a better student.

Assessment Questionnaire, cont.

PART A: MY THOUGHTS (continued)

USU	SEL	N S	
			13. I could be a better student.
			14. A student with a good personality will do better in life than a student with high grades.
			15. Athletics in school are more helpful than academic subjects.
			16. Occupational education courses should be offered for all high school students.
			17. The tougher the job, the harder I work.
			18. Each new year of school has made me feel better about school than the year before.
			19. I am able to do things well.
			20. My friends do things better than I.

PART B: SELF-UNDERSTANDING

USU	SEL	N S	
			21. I am the type of person who follows instructions.
			22. I like doing a task exactly the same way each time.
			23. I am exact in the things I do.
			24. I am accurate in my oral and written work.
			25. I state my ideas clearly.
			26. I enjoy writing.
			27. I enjoy speaking/talking to groups.
			28. I would rather work by myself than with others.
			29. I enjoy meeting new people.
			30. I enjoy working with my hands.
			31. I prefer working outdoors.
			32. I would rather do research than repair work.
			33. I am more concerned about what I think of myself than of what others think of me.
			34. I feel more challenged than threatened when faced with decisions and responsibility.

Assessment Questionnaire, cont.

PART C: SELF-EVALUATION: MY VALUES

USU	SEL	N S	
			35. The beginning salary will be more important than possible future raises.
			36. Recognition from others will be of more concern to me than the work itself.
			37. Short hours and "good" vacations will have more appeal than concern about security and retirement.

REGARDING FAMILY RELATIONSHIPS AND RESPONSIBILITIES:

USU	SEL	N S	
			38. Having a job and family appeals to me.
			39. The wife should hold a job outside the home to help the family's standard of living.

OTHER VALUES THAT ARE IMPORTANT TO ME INCLUDE:

USU	SEL	N S	
			40. Holding Office.
			41. Club Membership.
			42. Neat Personal Appearance.
			43. Maintaining Standards of Personal Conduct.
			44. Home Life With An Easy-To-Get-Along-With-Family.
			45. Having A Steady Job and/or Keeping Busy.

PART D: SELF-EVALUATION: MY APTITUDES: HOW GOOD AM I AT:

GOOD	FAIR	DON'T KNOW	
			46. Forming Mental Pictures.
			47. Sizing Up A Situation Quickly.
			48. Using Figures and Symbols.
			49. Speaking Before Groups.
			50. Reading and Writing.
			51. Solving Problems By Reasoning.
			52. Speed and Accuracy In Assembling.
			53. Drawing and Painting.

Assessment Questionnaire, cont.

PART D: SELF EVALUATION: MY APTITUDES: HOW GOOD AM I AT:

GOOD	FAIR	DON'T KNOW	
			54. Serving People.
			55. Persuading People.
			56. Keeping Records.
			57. Planning and Organizing.
			58. Fixing and Repairing.

MY PERSONALITY: I BELIEVE THAT I AM:

GOOD	FAIR	N S	
			59. Well liked by those who know me.
			60. Able to accept criticism and benefit by it.
			61. Bothered by fears that I will not succeed.
			62. Able to tackle tough problems and succeed.
			63. One who treats others so their feelings are not hurt.
			64. One who does things well and promptly, even if I do not like to do them.

PART E: ECONOMICS, OCCUPATIONS, CAREERS, JOBS

TRUE	FALSE	DON'T KNOW	
			65. The U.S. population at present is at least 200 million.
			66. By 1975 the U.S. population is expected to be more than 225,000,000 according to the Census Bureau.
			67. The U.S. work force presently totals over 70,000,000.
			68. Approximately one third of the total U.S. labor force (employed workers) is female.
			69. The average female may expect to work in gainful (paid) employment outside the home during her lifetime, for at least 25 years.
			70. More than 10% of the labor force in the U.S. is Negro.
			71. There is a greater unemployment (percentage) among Negro workers than among White workers.

Assessment Questionnaire, cont.

PART E: ECONOMICS, OCCUPATIONS, CAREERS, JOBS (cont.)

TRUE	FALSE	DON'T KNOW	
			72. Agricultural employment is expanding at a faster rate, nation[illegible]de, than most industries.
			73. Unemployment rates are low due to an inflated economy.
			74. At least 2,400,000 young people enter the labor market yearly, for the first time.
			75. In most industries, skilled or journeymen workers must have graduated from a four-year college.
			76. Most industries require applicants to fill out detailed information sheets, before they can be considered for employment.
			77. Skilled and other manual workers make up a larger percentage of the population than professional and managerial workers do.
			78. The service workers group may include people in hospital and hotel work, as well as firemen and policemen.

PART F: VOCATIONAL PROGRAMS:

Below are several vocational programs available in many high schools. If you could take one of these programs, which one would you pick as your first choice? Mark an X in the space next to the program of your choice. Mark only one choice.

______ AGRICULTURE (Forestry, Horticulture, etc.)

______ ART (Graphic Art, Commercial Art, Etc.)

______ BUSINESS EDUCATION (Office Practice, Secretarial, Data Processing, Bookkeeping, and Accounting, Marketing, etc.)

______ CONSTRUCTION (Building Trades, etc.)

______ ELECTRICITY - ELECTRONICS

______ HEALTH OCCUPATIONS (Nursing, Dental Ass't., etc.)

______ HOME ECONOMICS (Food Service, Cosmetology, etc.)

______ MECHANICS AND REPAIR

______ METAL (Sheet Metal, etc.)

______ UNDECIDED

______ I WOULD NOT TAKE ANY PROGRAM

HOW DO YOU FEEL ABOUT WORK?

#116

Circle the number which corresponds closest to how you feel about these statements:

-3 strong disagreement
-2 disagreement
-1 slight disagreement

3 strong agreement
2 agreement
1 slight agreement

-3,-2,-1 1,2,3 1. All young people need to work to learn the "real value of money."

-3,-2,-1 1,2,3 2. Parents expect their children to be interested in the occupations they (the parents) like or approve of.

-3,-2,-1 1,2,3 3. It would not be acceptable to me to go into an occupation with no chance for advancement.

-3,-2,-1 1,2,3 4. A wealthy person still needs to work to feel worthwhile.

-3,-2,-1 1,2,3 5. Only a few very lucky people enjoy their work.

-3,-2,-1 1,2,3 6. A man's whole life revolves around his work.

-3,-2,-1 1,2,3 7. A woman's life can revolve around her occupation.

-3,-2,-1 1,2,3 8. A woman's place is in the home.

-3,-2,-1 1,2,3 9. I would not feel right being financially supported by my parents.

-3,-2,-1 1,2,3 10. I would not feel right being financially supported by the government after becoming an adult.

-3,-2,-1 1,2,3 11. I am concerned about what type of work I will do.

-3,-2,-1 1,2,3 12. The choice of one's work is one of the most important choices in one's life.

-3,-2,-1 1,2,3 13. When an adult is out of work, he really begins to question his worth as a person.

-3,-2,-1 1,2,3 14. One of my main concerns is to get a high paying job.

-3,-2,-1 1,2,3 15. I could accept the idea of the set-up where the man stays home and takes care of the kids and the house while his wife is the bread-winner.

-3,-2,-1 1,2,3 16. I expect to work until I retire at 60 or 65.

-3,-2,-1 1,2,3 17. I am aware of the job opportunities that are available to me.

-3,-2,-1 1,2,3 18. Most adults I know work only for money.

-3,-2,-1 1,2,3 19. In this society at this time one of my choices (a real possibility) is for me to not have a job.

-3,-2,-1 1,2,3 20. In my community it is becoming more acceptable for boys to be artists, musicians or craftsmen.

-3,-2,-1 1,2,3 21. I would have to work to feel like I was contributing to society.

-3,-2,-1 1,2,3 22. If you make enough money to provide food, clothing, and shelter, you would be satisfied with your job and not try to move to a higher paying job with more prestige.

-3,-2,-1 1,2,3 23. The work that you do at 25 is probably the same type of work that you will do at 45.

-3,-2,-1 1,2,3 24. Society places greater value on work that contributes to the welfare of people such as a social worker, than it places on work that produces a product such as a mill worker.

-3,-2,-1 1,2,3 25. After establishing yourself in one job you would change jobs in order to continue to be challenged.

-3,-2,-1 1,2,3 26. An adult that changes jobs often is considered unstable or immature by society.

-3,-2,-1 1,2,3 27. Individual work done with one's hands is the most personally rewarding work.

-3,-2,-1 1,2,3 28. Do you want to have a better paying job than your parents.

-3,-2,-1 1,2,3 29. Do you want to have a higher status job than your parents.

-3,-2,-1 1,2,3 30. The people I work with are more important to me than the actual job I perform.

-3,-2,-1 1,2,3 31. I know enough about myself to be able to choose the type of work I would be successful in.

-3,-2,-1 1,2,3 32. I don't feel I have to decide on one occupation to do for the rest of my life - I want to have different types of jobs throughout my life.

-3,-2,-1 1,2,3 33. Work is something that you spend time doing and you may or may not get paid for doing.

-3,-2,-1 1,2,3 34. Crafts and making things with your hands are becoming more popular but they will remain hobbies and not become actual jobs which people earn their living by.

How Do You Feel About Work, cont.

-3,-2,-1 1,2,3 35. If the United States goes to a guaranteed annual income, I would choose to stop working.

-3,-2,-1 1,2,3 36. Most people would work at a paying job even if they didn't have to support themselves by working.

-3,-2,-1 1,2,3 37. If a healthy man doesn't work, he is classified as lazy, worthless, or a parasite by American society.

-3,-2,-1 1,2,3 38. Most persons work only to earn money to do the things they enjoy doing in their leisure time.

-3,-2,-1 1,2,3 39. All persons have an obligation to work at a job that contributes to society.

-3,-2,-1 1,2,3 40. If people weren't working, they wouldn't know what to do with themselves.

-3,-2,-1 1,2,3 41. Women have more freedom in their choice of work because they can just do what they want, whereas, men must worry about getting a job that will support their families.

-3,-2,-1 1,2,3 42. Hippies are just taking time out from living mature, productive lives. They will eventually settle down.

-3,-2,-1 1,2,3 43. The purpose of all education is to give people skills that they will need for meaningful employment in the future.

-3,-2,-1 1,2,3 44. If I were assured of a job that I would enjoy doing and could make a living at, I would quit school before high school graduation.

-3,-2,-1 1,2,3 45. Teachers, counselors and school courses are among the most important influences in my decision of choosing a job.

-3,-2,-1 1,2,3 46. School only prepares people to go to college.

-3,-2,-1 1,2,3 47. I feel there is a direct relationship between how well I do in school and how well I will do when I start working.

-3,-2,-1 1,2,3 48. The purpose of high school education is not job training but training in how to understand and adjust to life in such a complex society as ours.

-3,-2,-1 1,2,3 49. I understand the relationship between what I am learning in school now and the kind of person I'll be in the future.

-3,-2,-1 1,2,3 50. High school students are under a great deal of pressure to decide what type of occupation they will go into.

How Do You Feel About Work, cont.

-3,-2,-1 1,2,3 51. School is to young people as work is to older people - drudgery.

-3,-2,-1 1,2,3 52. It is more important that a man get job training than a woman.

-3,-2,-1 1,2,3 53. I have an idea about the type of work I want for the rest of my life.

-3,-2,-1 1,2,3 54. Preparation for a better job is the only reason to go to school after high school.

-3,-2,-1 1,2,3 55. High schools could be improved by making them more directly related to job training.

-3,-2,-1 1,2,3 56. It is important for the future of my family to have two cars, a boat, and a big house.

WORK IS....... #117

Begin with each student writing his own definition of the word work. Have them share their definition with class mates.

It's not easy to define "work". Our dictionary spends 76 lines "working up" 27 definitions. We'll settle for just two.

1. "Work" is any effort put out to accomplish something. Whether the aim is to finish the dishes (ugh) or to make music come from a piano (joy--and work, too) or to boost your batting average. By this definition, nearly everyone on our cover is doing some sort of work. Select three people on the cover. What are they trying to accomplish?

2. Some people on our cover are working at pastimes. Others are working at jobs or occupations. The photographer atop the building, for example, is taking photos as a hobby. The one near the auto seems to be a professional photographer, working at a job. Which gets us to the second definition: "Work" means employment or occupation--usually for pay. (But not always. For some, raising children or doing volunteer work, unpaid, is a full-time job.)

Is there a way to get you and these definitions of work together in one picture? That's what most workers would like: An occupation, in which they accomplish something, that they want to accomplish.

1. What kinds of work do people do?

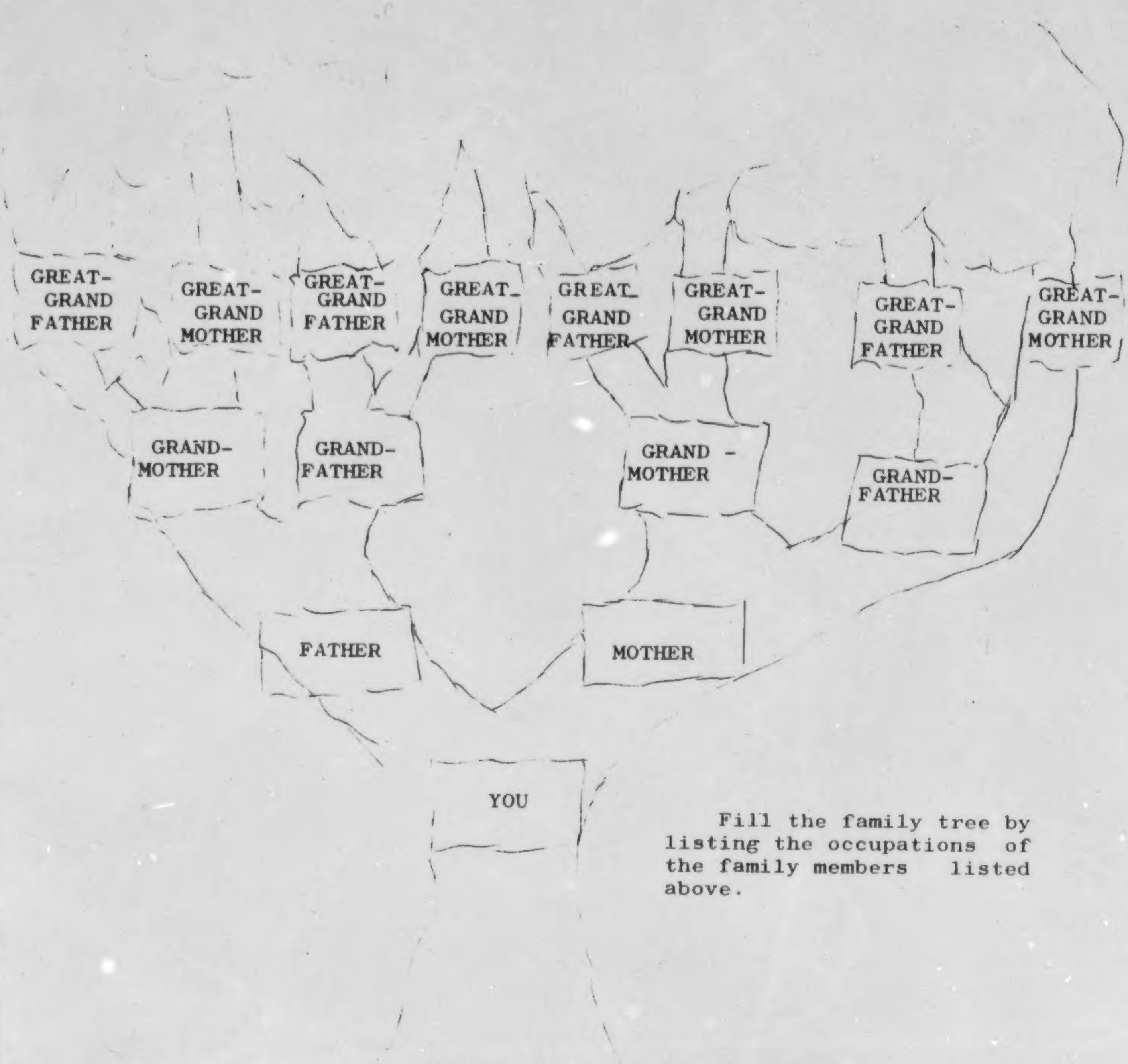
2. Why do people work? What do they hope to accomplish by working?

3. What kind of work do you like? Dislike?

*Teacher will need Junior Scholastic - May 2, 1974

OCCUPATIONAL TREE

#118


GREAT-GRAND FATHER
GREAT-GRAND MOTHER
GREAT-GRAND FATHER
GREAT-GRAND MOTHER
GREAT-GRAND FATHER
GREAT-GRAND MOTHER
GREAT-GRAND FATHER
GREAT-GRAND MOTHER
GRAND-MOTHER
GRAND-FATHER
GRAND - MOTHER
GRAND-FATHER
FATHER
MOTHER
YOU

Fill the family tree by listing the occupations of the family members listed above.

PARENT INTERVIEW

#119

The student will interview his parents to learn about their occupations. Prior to the interview, the class may wish to develop a list of appropriate questions relating to the skills, attitudes, responsibilities and privileges associated with the occupations.

The student then discusses whether or not he is suited for either job. He may list advantages and disadvantages of both from his own view point.

TAG - A - LONG DAY

#120

The student will spend one school day on the job with his parent. In addition to writing a brief job description of the parents' work, the student will take pictures of that parent and share the picture and job description with the class.

THE JOY RIDE

#121

Joy Ride was organized to help Vale Middle School students better understand the universe in which they lived. They were to spend three months in space studying a newly discovered planet, LODESTONE. This planet greatly resembled their home planet Earth with one exception: Although it contained plant, animal and insect life, there was no form of human habitation.

A very serious breakdown in equipment in the main rocket has created a problem. The rocket can not return to their home planet Earth nor can the directional equipment be changed to allow them to make a landing on LODESTONE. The rocket does, however, contain a smaller unit that can be launched from the mother ship. Again a problem arises: The carrying capacity of the smaller unit is limited.

The basic decision has been made by the adult passengers: ALL students will be sent to LODESTONE. The problem is: only nine adults will be able to accompany them. Since the new planet for the undetermined duration of their stay will be basically populated by young students, the adult members of the ship have decided that the students should decide who will accompany them.

Keep in mind students that you will begin setting up a society in a strange land with a temperate climate, a seven month growing season, vegetation and animals similar to those found on Earth. There will be, however, a certain amount of danger from poisonous plants and animals on LODESTONE.

Joy Ride, cont.

You are to select nine of the following people to accompany you to LODESTONE. Rank the people in order of importance from one to nine with one being the most important adult member of the group as last minute problems may cause us to send less adults than planned.

______ space ship captain
______ teacher
______ police chief
______ nurse
______ commercial fisherman
______ horse wrangler
______ mechanic
______ handyman
______ banker
______ concert pianist
______ pro tennis player
______ plumber
______ mill-wright
______ lawyer
______ psychologist
______ football coach
______ biological scientist
______ physical scientist
______ minister
______ school principal
______ foundry worker
______ librarian
______ electrician
______ U.S. Senator
______ governor
______ cartoon artist
______ dentist
______ carpenter
______ astronomer
______ ship cook
______ farmer
______ druggist
______ music teacher
______ bus driver
______ lumber man
______ newspaper reporter

WHO IS IMPORTANT?

#122

STEP I: Eliminate three (3) of the following after getting instructions from the instructor. (You have 5 min.)

A. Police Dept.
B. Power (Electric)
C. Water Dept.
D. Sanitation (Sewer & Garbage)
E. Fire Dept.
F. Doctor
G. Lawyer
H. Dentist
I. Teacher
J. Banker

STEP II: Explain why you eliminated the three (3) you did to one other person. (You have 5 min.)

STEP III: Organize in groups of four or five and rank by importance (1 - 7) the items in Step I:

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______

STEP IV: Collect and Chart Data:

Group	1	2	3	4	5
1					
2					
3					
4					
5					
6					
7					

Occupation

STEP V: Each group will defend their position.

TO THE TEACHER: Steps one and two are to be done by individual students. Step three - the class should be divided into five small groups and reach a group decision. Fill in chart with letter of occupation in the proper space then compare and share reasoning for making final choice.

SPECIAL WORDS FOR FILLING OUT FORMS #123

You'll be filling out forms many times in your life. You will fill out a form to get a job, to open a charge account, to take out a car loan, to order by mail, and many other important things. Many forms use special words or abbreviations when they ask for information. They do this to save space. In Column I are 20 of these special words and abbreviations. See if you can match them up with their definitions in Column II. The first one has been done for you.

	COLUMN I		COLUMN II
1.	M.O.	a.	Height, Weight.
2.	Ht., Wt.	b.	Adult (not relative) who can tell something about you or how you work.
3.	Maiden name.	c.	Worker for a company.
4.	Proof of age.	d.	What you do for a living, your job.
5.	Address.	e.	Money order.
6.	Apt.	f.	People you support or help support.
7.	Defects or disabilities	g.	Person you worked for.
8.	Soc. Sec. No.	h.	Girl's last name before marriage.
9.	Marital status.	i.	Cash on delivery.
10.	Spouse.	j.	Name of company you worked for.
11.	Dependents.	k.	Signed name, (not printed) of person making out the application.
12.	Qty.	l.	Apartment.
13.	Former employer.	m.	Actions against the law.
14.	Reference.	n.	Single, married, widowed, separated, divorced.
15.	Firm name.	o.	Husband's or wife's name.
16.	Occupation.	p.	Quantity.
17.	Infractions, offenses.	q.	Mental or physical handicaps.
18.	Employee.	r.	Social Security Number.
19.	C.O.D.	s.	Birth certificate, baptismal papers, draft card, passport.
20.	Applicant's signature.	t.	Where you live.

WRITING A RESUME

#124

1. When talking about applying for a job, tell students about the letter of application and stress the importance of neatness and conciseness.

2. Ask students if anything else should be included in your application.

3. Present the resume format and discuss why employers want this information.

4. Have students fill out a resume on themselves being as thorough as possible.

5. Tell students they should keep this information and start building a personal file on themselves to use for reference when applying for a job.

RESUME PERSONAL DATA SHEET

NAME:
ADDRESS:
TELEPHONE:
MARITAL STATUS:

AGE:
HEIGHT:
WEIGHT:

EDUCATION:

PREVIOUS EMPLOYMENT:

SCHOOL ACTIVITIES:

PRESENT INTERESTS:

REFERENCES:

PREPARING A JOB RESUME

Some Do's and Dont's:

1. Do type your resume (or have it typed for you). Use pica type if possible. It is larger and easier to read.

2. Don't use script type. (Too gimmicky).

3. Do make your resume neat.

4. Do keep your wording simple and your resume brief. You can go into detail when you are interviewed.

5. Do make your resume "noticeable." One way to do this is to type it on pale tinted paper (perhaps yellow or pink) or if your resume is typed on white paper, staple a brief letter typed on pale tinted paper to your resume. This letter can state your objective, give examples of your accomplishments, request an interview or whatever is appropriate to the circumstance. In an employment office where many resumes are being received, this technique can keep your's from being "one more snowflake in a blizzard." Resumes can be xeroxed or reproduced by any appropriate method, but cover letters should always be in original and addressed to the individual or company you are applying to.

6. Do state what your immediate objective is and why you are qualified for it. Shoot at a specific target.Emphasize the experience pertinent to the job you are interested in. Keep statements of irrelevant experience brief.

7. Do not apply for "anything available." NEVER! Employers want people who know what they want. Decide what you want, then go after it. You can always change your mind later if you find it does not appeal to you as much as you thought it would.

8. Remember that all experience is qualifying, whether paid work, hobby, volunteer work or whatever.

9. Do remember to list all aptitudes, accomplishments, awards, etc. You can never tell what will "sell" a prospective employer. Do you read, write or speak a language other than English? Be sure to state it in your resume. Have you received an award or commendation for something you have written, or have you had an article published? If so, say so. This is very important! Do you hold a special license (drivers license, pilot license, insurance or real estate license)? Can you type, operate special vehicles, play a musical instrument, paint a mural, etc? Get them in there somewhere, even if you list them as hobbies. (Your hobby may be his hobby and that could help open the door for you.)

10. Above All do be honest! With yourself as well as with your prospective employer. Don't sell yourself short. You can do more than you may think you can. Take stock. There is always a market for what you can do.

SAMPLE RESUME

Archie Dale
234 Valley Road
Deemerville, New York 12345

Age: 21 (born July 8, 1950)

Job Objective

Auto Mechanic, Service Department
Deemerville Auto Sales

Work Experience

Part-time during school year
Full-time during summers
1966 - 1968

Service Station Attendant for Taylor's Service Station, 100 Main Street, Deemerville, New York
358 - 1100

June, 1968 - Present

Service Station Attendant & Mechanic for A.B. Vickers Auto Shop
200 Second Street, Deemerville, New York 358 - 2111

Education

Graduate of Deemerville High School
Class of 1968

Extracurricular Activities

1966 - 68 Member Varsity Tennis Team
1968 Outstanding Achievement Award in Auto Shop

Hobbies

Camping, Sports, Cars

Special Skills

Automobile Mechanic (special interest in foreign made cars)

Personal References

Mr. Harvey Tucker
Auto Shop Teacher
Deemerville High School
358 - 0990

Mr. John James
888 Fourth Street
Deemerville, New York
358-1112

6-JOB APPLICATION

#126

POSITION APPLIED FOR	DATE

NAME IN FULL	MR. MRS. MISS	LAST	FIRST	MIDDLE	MAIDEN NAME	SOC. SEC. NO.

NUMBER AND STREET	CITY	STATE	ZIP	TELEPHONE NO.

MARITAL STATUS ☐ SINGLE ☐ MARRIED ☐ SEPARATED ☐ WIDOWED ☐ DIVORCED	DATE OF BIRTH MO. DAY YR.	PLACE OF BIRTH

IN CASE OF EMERGENCY NOTIFY	NAME	RELATIONSHIP
	ADDRESS	TELEPHONE NO.

HEIGHT	WEIGHT	WEAR GLASSES ☐ YES ☐ NO	HANDED ☐ LEFT ☐ RIGHT	ANY PHYSICAL DEFECTS ☐ YES ☐ NO	EXPLAIN

EDUCATION

TYPE OF SCHOOL	NAME AND ADDRESS	YRS. ATTENDED	YEAR LEFT	GRADUATED	COURSE OR MAJOR
GRAMMAR OR GRADE					
HIGH SCHOOL					
COLLEGE					
BUSINESS OR TRADE					

MILITARY EXPERIENCE

BRANCH OF SERVICE	DISCHARGE DATE AND RANK	DRAFT CLASSIFICATION	TYPE OF DISCHARGE

SKILLS

WHAT KIND OF WORK CAN YOU DO	TYPING SPEED
WHAT MACHINES CAN YOU OPERATE	SHORTHAND SPEED

PRIOR WORK HISTORY

LIST IN ORDER, LAST OR PRESENT EMPLOYER FIRST	MAY WE CALL YOUR PRESENT EMPLOYER ☐ YES ☐ NO

DATES FROM	TO	EMPLOYER	RATE OF PAY START	FINISH	JOB TITLE AND SUPERVISOR'S NAME	REASON FOR LEAVING
		NAME				
		ADDRESS				
		NAME				
		ADDRESS				

REFERENCES (Other than Relatives or Former Employers)

NAME	ADDRESS	OCCUPATION
1.		
2.		

IT IS AGREED AND UNDERSTOOD THAT ANY FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL, WHEN DISCOVERED.

SIGNATURE ____________________

WRITING A LETTER OF APPLICATION

#127

Many people find jobs through the classified advertisement section of the newspaper. If you should ever try to get a job through the classified advertising section, you might have to write a letter of application. Do you know how to write a good letter of application? Is the following letter a good one?

321 East High Street
Richfield, Georgia 04123
July 3, 1973

Mr. John T. Walker
Personnel Manager
T&T Transport Company
456 South 17th Street
Richfield, Georgia 04123

Dear Mr. Walker:

I saw your ad in the newspaper, and I would like to have the job. I am 16 years old and attend Richfield High School. I am a hard worker. Let me know if you would like to hire me.

Very truly yours,

Tony Valdez

Would you hire Tony Valdez? From reading his letter, you cannot tell very much about him. He forgot to mention the name and edition of the newspaper in which he saw the ad. He did not tell which job he wanted or why he wanted it. He did not list any of his other work experience. He did not give the names of any references. And he did not tell the employer how, when, or where to reach him. He would have had a better chance to get the job if his letter had looked like this:

Last Name First Name Class Date

321 East High Street
Richfield, Georgia 04123
July 2, 1973

Mr. John T. Walker
Personnel Manager
T&T Transport Company
456 South 17th Street
Richfield, Georgia 04123

Dear Mr. Walker:

I saw your ad in the July 2 edition of the Richfield Gazette in which you requested a boy to help unload cargo trucks this summer.

I am a 16-year-old Richfield High School Junior, in good physical condition. I think that moving heavy cargo would help to build up my muscles even more.

Last summer, I was an assistant greenskeeper at Garden Valley Country Club. You may call Mr. Gorden Caymer, the custodian at Garden Valley Country Club, at 435-8869 for a character reference. If you should like to arrange an interview with me, you may telephone me at 433-6777 any weekday afternoon. I will be happy to meet with you at your office at your convenience. Thank you.

Very truly yours,

Tony Valdez

Why is this letter better than the first one? It is better because it includes the following information:

1. The name and date of the newspaper.
2. The specific job opening.
3. The previous work experience.
4. The name of a character reference.
5. How the applicant can be reached.

Can you write a good letter of application? Keeping in mind the points listed above, search the employment columns in today's edition of the newspaper and select a classified ad for a job that seems best suited to you. Make your letter as neat as possible. Your spelling should be perfect.

Copy the classified ad you are answering in the set of blank lines below:

Next, write your letter of application on notebook paper. Then, when you have corrected all errors, copy it neatly on a piece of blank, white paper.

LETTERS OF APPLICATION

#128

Many of the jobs of which you will be applying will require a letter of application. There are certain types of information that are expected to be found in all letters of application. One of the most common sources of jobs is the daily newspaper.

Specific Assignment: Write a letter of application applying for one of the following jobs.

Job #1: Needed at once, busboy for busy restaurant, 3-11 shift, must be neat and clean, able to work weekends. Will consider girl for this position. Send letter to Box 1429, Register Guard.

Job #2: Parking lot attendant needed at once. Must have valid drivers license and clean driving record. No smokers or drug users will be considered for this job. An Equal Opportunity Employer, send letter to Register Guard, Box 820.

Job #3: Life guard at private club. Must be certified life guard and able to work weekends. Will consider either boys or girls. Applicants must be neat and clean. Send letters to Register Guard, Box 684.

There are eight parts to a letter of application. Your letter should include all eight parts.

Part I: Purpose of letter (why are you writing letter).

II: Personal information about yourself (age, marital status, etc.)

III: Education: Schools attended, how long certificates and degrees earned.

IV: Your work experience - previous employers, jobs held, etc.

V: Other pertinent information about yourself.

VI: References - at least three people who can vouch for you, your character and work experience.

VII: Request an interview and give your phone number.

VIII: Personal signature required.

A letter of application must be as nearly perfect grammatically as you can make it. Many times it is the first impression a prospective employer gets of you.

It should either be written in ink or typed.

REFERENCES

#129

When you go to apply for a job, most companies ask for references. "References" are people the company will call to find out whether you would be good at a certain job. The company will ask about your good qualities--and especially about your reliability.

A good person to give as a reference is your priest, minister, or rabbi, or someone who is well known to your neighborhood. You will also want to mention a teacher who knows you well, or your school principal. If you have had jobs before,your bosses on those jobs might give you references.

Most companies ask for at least one reference. Many ask for three. You should be prepared. Get the names, addresses, and telephone numbers of your references.

Remember: Before you give a person's name for a reference, be sure to ask him if he will give you a recommendation.

YOUR REFERENCES

1. Name______________________________
   Address____________________________
   Telephone Number_______________________
   Occupation__________________________
   How long has this person known you?__________
   In what capacity has this person known you?_______
   ____
   Is this person related to you in any way?________
   (If yes, state relationship.)______________

2. Name______________________________
   Address____________________________
   Telephone Number_______________________
   Occupation__________________________
   How long has this person known you?__________
   In what capacity has this person known you?_______
   ____
   Is this person related to you in any way?________
   (If yes, state relationship.)______________

3. Name______________________________
   Address____________________________
   Telephone Number_______________________
   Occupation__________________________
   How long has this person known you?__________
   In what capacity has this person known you?_______
   ____
   Is this person related to you in any way?________
   (If yes, state relationship.)______________

#130
Please do not write
in this space

SCORE - ________ %

Time Started- ________

Time Finished- ________

Test Administered By

____

J.C. PENNEY COMPANY

APPLICANT'S ARITHMETIC TEST

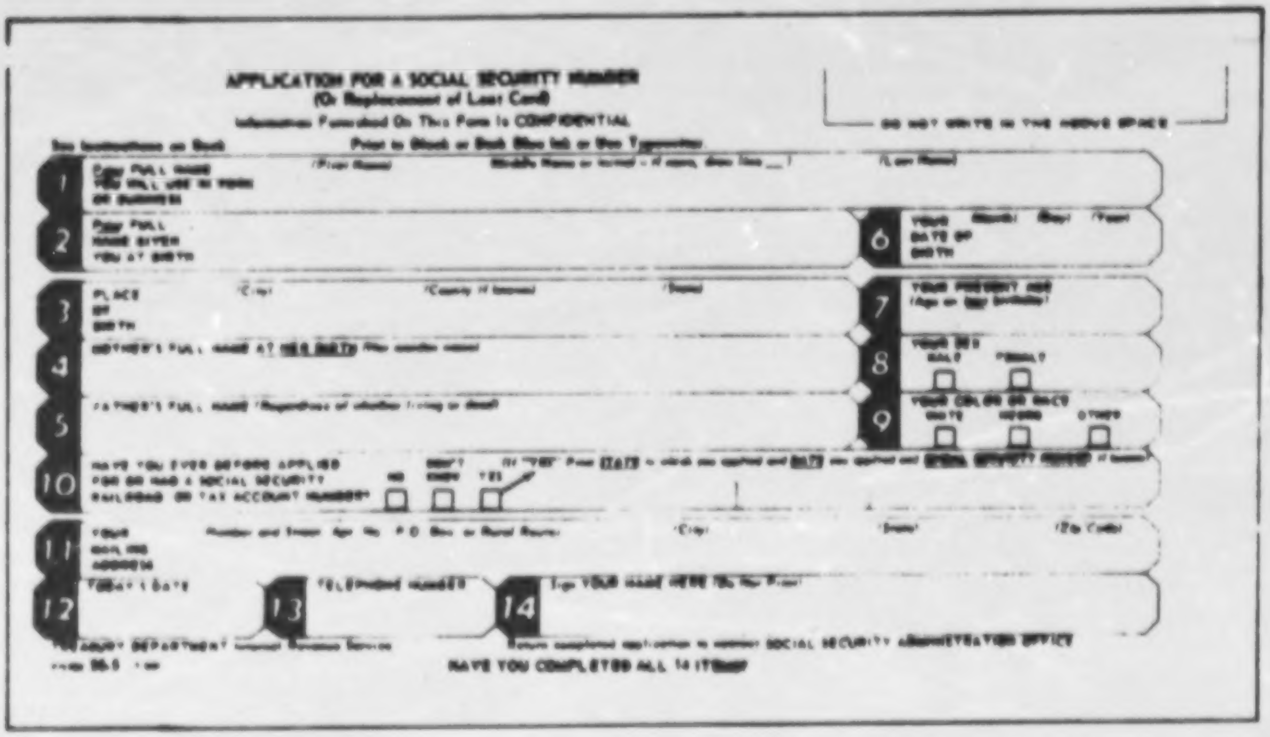
Name: ________________________________

Date: ________________________________

(Use back of this form for work sheet.)

QUESTION	Value
(Assume no Sales or Federal Taxes.)	
1. If a customer bought a $1.89 blouse and gave you a $20.00 bill, how much change would you give her?	$ ______ ______ 10%
2. How much would you charge a customer for 2½ yards of dress material which sells for $.69 per yard?	$ ____________ 10%
3. How much would you charge a customer for the following purchase? 2 pairs hosiery @ $1.19 a pair $ ______ 1 handbag @ $5.98 ______ 2 handkerchiefs @ $.25 each ______ Total	$ ____________ 20%
4. Add the following: (a) $ .14, 1.91, 5.38, $ (b) $ 2.64, 10.98, 13.04, $ (c) $10.16, .04, 1.23, $ (d) $ .03, 3.31, 4.01, 9.50, 12.69, $	____________ 20%
5. Multiply the following: (a) 4¼ x $1.20 = $ ________ (b) 5½ x $2.14 = $ ________ (c) 2¾ x $1.10 = $ ________	____________ 20%
6. Subtract the following: (a) $20.00 -1.98 $ (b) $462.81 -31.89 $ (c) $9.50 -1.37 $	____________ 20%

3- SOCIAL SECURITY APPLICATION #131



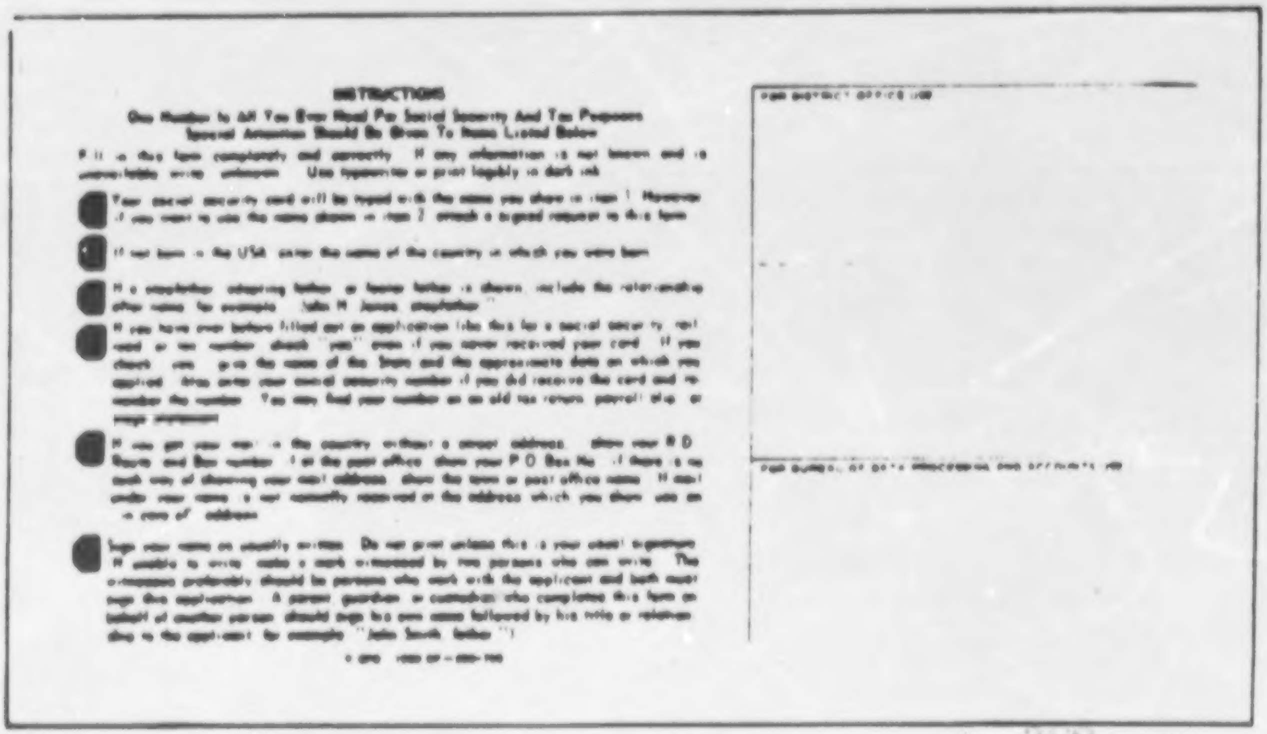
APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back
Print in Black or Dark Blue Ink or Use Typewriter

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial - If none, draw line __) (Last Name)
2 Print FULL NAME GIVEN YOU AT BIRTH
6 YOUR DATE OF BIRTH (Month) (Day) (Year)
3 PLACE OF BIRTH (City) (County if known) (State)
7 YOUR PRESENT AGE (Age on last birthday)
4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
8 YOUR SEX MALE ☐ FEMALE ☐
5 FATHER'S FULL NAME (Regardless of whether living or dead)
9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)
11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)
12 TODAY'S DATE
13 TELEPHONE NUMBER
14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5
Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE
HAVE YOU COMPLETED ALL 14 ITEMS?



INSTRUCTIONS
One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

If not born in the USA, enter the name of the country in which you were born.

If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example: "John H. Jones, stepfather."

If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

If you get your mail in the country without a street address, show your R.D. Route and Box number. If at the post office, show your P.O. Box No. If there is no such way of showing your mail address, show the town or post office name. If mail under your name is not currently received at the address which you show, use an "in care of" address.

Sign your name as usually written. Do not print unless this is your usual signature. If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example: "John Smith, father."

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

4-DRIVER'S LICENSE APPLICATION

#132

Department of Motor Vehicles
REQUEST FOR ORIGINAL DRIVER LICENSE

Write Below This Line

Pending Number

1. Check Type Desired
☐ Jr. Oper.
☐ Oper.
Chauffeur
☐ Class 1 ☐ Class 3
☐ Class 2 ☐ Unclass.

Restriction

☐ Birth Certificate
☐ Baptismal Cert.
☐ Passport
☐ Other Proof ....

Check M.O.

Learner's Permit No.

2. PRINT Full Name First Middle Last

3. Mailing Address Street & No. City or P.O. County State

4. Legal Address Street & No. City or P.O. County State

5. Date of Birth Mo. Day Year
6. Sex ☐ Male ☐ Female
7. Weight Lbs.
8. Height Ft. In.
9. Color of Eyes

Examined by .... date ....

	Yes	No
10. If you answer "Yes" to any part of Question 10, fill out and attach form MV-23. (a) Have you ever had a convulsive disorder, epilepsy, fainting or dizzy spells, or any condition which caused unconsciousness?		
(b) Have you ever had a heart ailment?		
(c) Do you have any physical disability? Have you suffered the loss of, or the loss of the use of, a leg, hand, foot or eye?		
(d) Have you had any mental illness for which you have been confined to any hospital or institution?		
11. Is it necessary for you to wear glasses or contact lenses while driving a motor vehicle?		
12. Have you ever been found guilty of ANY crime, offense or traffic infraction (except parking violations), or forfeited bail in any court either in this state or elsewhere?		

If yes, list all convictions and forfeitures of bail below (If additional space required, fill out and attach form MV-23).

Date	Crime, Infraction, Offense	Court and Location

13. Do you have a valid current Driver License? If yes, give state and license number. ________________		
14. Have you ever had a learner's permit or a license to operate a motor vehicle refused, suspended or revoked, cancelled or an application for a Driver license denied, in this state or elsewhere? If you have answered "Yes" give reasons. If accident was involved, give date and place.		

Where do you desire your road test examination? ________________

Signature of Applicant ________________

5-MAIL ORDER BLANK #133

ORDER NOW ! ! ! FABULOUS PRICES ! ! !

GROOVY JEAN TOTE BAG . . . . perfect for carrying school books, albums, lunch – anything! Zippered blue denim bag measures 15" x 10" x 3½". Shoulder strap adjusts to any length. Order now – Be the envy of all your friends!

Z5289-V .... **Only $2.95.**

SPORTY CASSETTE CADDY . . . . carry 12 of your favorite tunes with you – Be the hit of the party – vinyl caddy measures 11" x 5" x 5" deep. *Colors:* Black, Red, Yellow.

Z4672-S .... **Only $1.99.**

GENUINE INDIAN BELT OR HEADBAND . . . . dress up your favorite jeans with a belt and headband in striking Indian design.

A5255-H Headband (*sizes:* S,M,L) **Only 59¢.**
A5256-B Belt (*sizes:* 22" – 30") **Only 99¢.**

YOUR OWN NAME PLATE . . . . feel special – get your own door plaque with your name on it – psychedelic design and colors – No hammer, no nails – self-sticking back – Just press on to door. Plate measures 4" x 8" – **SPECIFY NAME ON ORDER BLANK.**

Z1974-T **Only $1.99.**

MOD SCENTED CRAYON CANDLE . . . . add a sweet-smelling conversation piece to your room -- Giant candle stands 8" high. *Colors:* Yellow, Red, Blue, Green.

Z9045-R **Only 59¢.**

PERSONALIZED SWEAT SHIRT . . . . be a somebody! Let people know who you are. Get a sweat shirt with a smile on front and your name or club's name on back. *Sizes:* S,M,L.
SPECIFY NAME ON ORDER BLANK.

A7644-J **Only $2.99.**

PLEASE USE THIS CONVENIENT COUPON FOR MAIL ORDERS

Item #	Description	Color	Size	Qty.	Unit Price	Total

Sub Total	
Sales Tax	
Handling (if total purchase is less than $5.00, add 35¢ for each item)	
TOTAL	

☐ Charge to my account
☐ Check or Money Order enclosed
*☐ C.O.D.

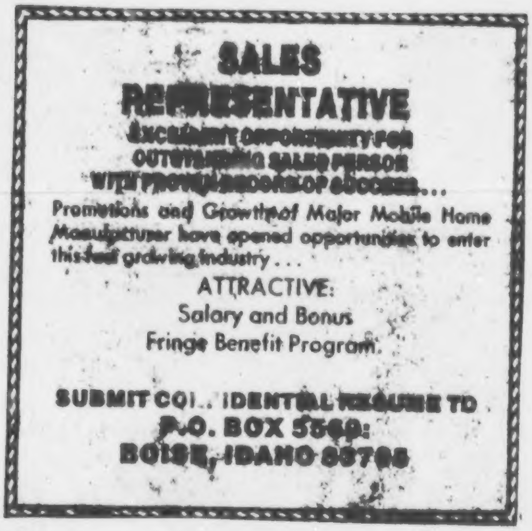
CHARGE TO:
Account number____________________
Name____________________
Address____________________
City / State / Zip____________________

SEND TO:
Name____________________
Address____________________
City / State / Zip____________________

* C.O.D. orders: A 75¢ C.O.D. fee will be added for each C.O.D. under $20.00.

WANT AD

#134



SALES REPRESENTATIVE

EXCELLENT OPPORTUNITY FOR OUTSTANDING SALES PERSON WITH PROVEN RECORD OF SUCCESS...

Promotions and Growth of Major Mobile Home Manufacturer have opened opportunities to enter this fast growing industry ...

ATTRACTIVE:
Salary and Bonus
Fringe Benefit Program.

SUBMIT CONFIDENTIAL RESUME TO
P.O. BOX 5560:
BOISE, IDAHO 83706

1. What type of employment is being offered?
2. Does it appear to be directed to men, women, or both?
3. What type of skills are necessary?
4. What salary and/or benefits are mentioned?
5. Must you own a car?
6. Must you be trained, will you be trained on the job, or is it unskilled work?
7. What age requirements are listed?
8. How do you contact the employer?
9. Do you like the ad itself - is its presentation pleasing to you?
10. What is your next step?

THE HUNT - USING THE WANT ADS

#135

How do you look for a job? Many offices and counselors are ready to help you find a job. But you can help yourself, too. Whether you need part-time or full-time work, the newspaper want ads may unlock the door to employment. Employers regularly place Help Wanted ads. How do you find the key to this door?

In the want ad section of any newspaper, you will find an index. Every kind of ad is listed here by section number and by title. Once you know the right section of an ad, you can find it quickly. Here is an example of a Want Ad Index.

WORDS YOU NEED BEFORE YOU READ

classified
index

(klas' e fīd)
(in' deks)

To the Teacher:

Using the Want Ad Index, have students find an advertisement about the problems given here. Have them give the section number from the Want Ad Index.

You want to rent a house.
You need a TV repairman.
You want to borrow money.
You want to buy a dog.
A girl is looking for a job.
You want help from an employment office.
A boy is looking for a job.
You are a salesman looking for a new job.

THE BEE CLASSIFIED INDEX

Classification Numbers

Automotive	14-27
Business Opportunities	124-126
Employment	44-56
Farm	110-118
Financial	120-123
Late to Classify	0
Miscellaneous	90-104
Pets	1-9
Real Estate	130-150
Rentals	60-84
Repair Services	38-40
Service Directory	41

JOB HUNT, ANYTOWN

#136

Through the use of sample want ads (following page) students should learn how to interpret these ads and how to go about applying for a job.

1. Distribute mimeographed sheet of sample want ads. (These are designed for 7th graders.)

2. Students should consider jobs - keeping in mind their individual interests and abilities.

3. Have students evaluate the demands of the job and what kind of satisfaction can be attained.

4. Have student write a letter of application for the job of his choice.

ANYTOWN U.S.A.

Want Ads:

Girl needed to help with housework and two pre-school children. Excellent pay. Must live in. Mrs. Cartright, 917 Hampton Court.

####

Help wanted. Young man to plant and care for garden. June 1 - Sept. 15. Good pay. Hard work. Write Will Jones, 4171 Jay Ave.

####

Theater ushers and concessionaires. Six months trial basis. Fast advancement. Mr. Slauto, Bijou Theater.

####

Baker's helpers needed. Learn trade while earning. Mr. Flores, Western Bakery, 1121 Central Ave.

####

Stock boy for new ladies' ready-to-wear. Must be neat appearing and willing to work extra hours. Mrs. Cliffmore, 307 Elmwood Ave.

####

Need job? Write Fred Ferbert, 2118 Almost Drive for details of remunerative door-to-door selling of new household products. Blue law approved.

####

Young lady companion for elderly widow. Read, visit, ride. No nursing or driving. Hours vary. No clock-watchers need apply. $25.00 per wk. Mrs. Jackson Updike, 1115 Laural Canyon.

####

Will let contract for painting two miles of farm fence. Write John McDougal, RR. 7, state finishing date and your price.

####

Amateur typist. 20¢ per page, 5¢ per carbon. Use my typewriter or yours. S.E. Bosely, Apt. 10, Kay Apts.

####

Will hire window washer. Display windows of five shopping center establishments. Each daily - outside only. Write J. Heming, c/o Pall Mall.

READING CLASSIFIED ADS CAREFULLY

#137

Reading and understanding classified advertisements requires patience and thoroughness. Usually, most people have to read a single ad several times in order to understand fully the intended message. Often a single word or short phrase will tell a reader enough to know that he is not interested. When looking over advertisements in the classified section, you will save valuable time if you read the ad carefully, before making any telephone calls, writing letters, or making appointments.

Below is a list of job opportunities. Read these advertisements very carefully and then answer the questions that follow.

PART TIME fry cook. Six days a week 5 to 9. Apply in person at Tina's Diner, 1905 W. Fourth.

EXPERIENCED sewing maching operator. Apply in person. Overland Garment Factory, 315 S. Hartland St.

BABY SITTER for Tuesdays and Wednesdays, 7 to 9 p.m. $2 per hour. Must be 16. Call 654-3285.

PARKING LOT attendant. $500 per month. We will train. Man under 30 desired. Call 450-3459.

PART TIME help needed at Carl's Car Wash. No experience necessary. Apply in person. 3452 Wilshire.

WAREHOUSE manager. Must be high school graduate. Apply in person at All-State Mfg. Co. 2117 Commercial.

GIRL to work as cashier at Edgewood Restaurant. Must be 18. $110 week. See Mrs. Weir days, 8 to 4.

ATTENDANT for service station. Must have experience. Day work. Apply in person at Dale's Texaco, 1315 S. Green.

USHERS wanted. See Thomas Poe at Time Theater. $75 a week. Work 6 to 11 weekdays, 1 to 11 Saturdays, Sundays.

TYPIST with good spelling and personality. Important job for high school grad. Apply at Credit Office, Broman Co., 1818 Grant Ave.

MAGAZINE salesmen! H.S. diploma not necessary. No experience needed. Earn $350 week and more! Call Mr. Barnes, Suite 215, Hotel Adair.

FIND THE FACTS

1. Which employers in the ads listed insist on hiring only high school graduates?--

2. Which jobs appear to be only part-time or temporary positions?-----
----
----

3. Which jobs require applicants to have experience?----------------
----

4. Which employer sounds almost too eager to hire workers?-----------
----

5. Which jobs could applicants possibly do in their own homes?--------
----

6. Which jobs state age requirements?--------------------------------
----

7. Which employers will accept telephone calls about their vacancies?

----

8. Which jobs seem more suited to girls or women?--------------------
----

9. Which jobs seem more suited to boys or men?-----------------------
----

10. Which jobs could probably be filled by either males or females?----
----

READING THE WANT ADS

#138

When you look in the back of the newspaper for Help Wanted ads, you will find that many words in the ads are abbreviated, or shortened. To read Help Wanted ads, you must be able to figure out what the abbreviations mean.

Here is the kind of ad you might see in the paper.

> **Yng man wanted to learn retail wrk. Gd oppty for advc. Must be hi schl grad, $85 wk to st. Possible sal incr after 6 mos to 1 yr. Call 534-3534.**

A. How many of these abbreviations can you recognize? Next to the complete word in Column 2, put the number of the abbreviation in Column 1.

COLUMN 1	COLUMN 2
1. wk.	____a. advancement
2. gd.	____b. good
3. oppty.	____c. young
4. advc.	____d. opportunity
5. grad.	____e. year
6. yng.	____f. week
7. schl.	____g. graduate
8. mos.	____h. salary
9. sal.	____i. school
10. yr.	____j. months

B. How many of these words do you know? Write the number of the word in Column 1 next to its meaning in Column 2.

COLUMN 1	COLUMN 2
1. retail	____a. one who has completed a course of study.
2. salary	____b. moving forward, getting ahead in a job or position
3. opportunity	____c. over-the-counter selling, as in a department store
4. advancement	____d. a good chance to get ahead in a job
5. graduate	____e. money paid on a regular basis for work done

Reading The Want Ads, cont.

C. Below are six Help Wanted ads, from A to F. At the bottom of this page, you'll find a list of the complete words that match the abbreviations. You will also find some questions. Next to the correct complete word or question, write the letter of the ad in which the abbreviation appears--or which answers the question.

F. Supermkt trne. No exp nec. Exc oppty to become driver. Driver lic. $75 to start. Come to Superior Market, 421 Central.

C. Stock Clerks, $75-85. Trainees. HSG's. No exp nec. Apply in person. Acme Drug. 717 North Main St.

B. Boy, hosp X-ray files trne, will be taught to check/read X-rays. $75, oppty for advnc. Crane Agency, 409 Hyde St.

E. Waitress, meals, $75 + excl tips. Call LM 9-5479. Ask for Mr. Dean.

D. Young men, driver lic, deliver to supermkts, to $125. Knl city. Car furn. Merchant's Supply Co., 96 Fifth Ave.

A. Auto mechanic, full or part time. Expd with tools. $150 up. Call JK 6-6785.

_____1. advancement

_____2. driver's license

_____3. excellent

_____4. experienced

_____5. furnished

_____6. high school graduate

_____7. hospital

_____8. knowledge

_____9. opportunity

_____10. no experience necessary

_____11. supermarkets

_____12. trainee

_____13. Which ads tell you to apply in person?

_____14. Which ads tell you to apply by telephone?

_____15. Which ad is placed by an employment agency?

WHEN YOU ANSWER A WANT AD BY PHONE

#139

Part-time clerk in drugstore. Sales, some stock work. After school and Saturdays.
Call Mr. Harris CI. 4-0322

REMEMBER TO:

1. Talk to the person named in the ad.
2. Tell him what you are calling about.
3. Answer his questions about your background and experience.
4. Find out what you need to know about the job. Where is the business located? What are the hours? What work will you be doing? What is the pay?
5. Be sure you get the address and the name of the person you are supposed to see. Write it down so you won't forget. Have a paper and pencil ready before you call.
6. Find out when you should go there.

Do you want this job? Ann Ryan did. Ann called the number in the ad.

In the conversation below, Ann followed the rules for answering a want ad by telephone. On the lines at the right of her conversation, write in the rule that she followed.

Voice: Harris Drugstore. May I help you?
Ann: I'd like to talk to Mr. Harris, please. ______________
Mr. Harris: This is Mr. Harris speaking.
Ann: Mr. Harris, this is Ann Ryan. I'm calling about the part-time job you advertised in the Times. ______________
Mr. Harris: Oh, yes. Are you attending school?
Ann: Yes, I am. I'm a senior at Tompkins High. ______________
Mr. Harris: Any working experience?
Ann: Just baby-sitting. But I need a job and I am willing to work hard. ______________
Mr. Harris: Well, this job goes from 5:00 to 7:00 on weekdays, and 10:00 to 4:00 on Saturdays. Can you work those hours? I need someone who will be reliable and come every day.
Ann: Those hours would be all right, Mr. Harris. What would I be doing on this job? ______________
Mr. Harris: Selling drugs and cosmetics, and also restocking the shelves when you have time. No heavy work.
Ann: Fine. And what is the salary, please? ______________
Mr. Harris: $1.35 and hour. Are you interested?
Ann: I certainly am. May I come down and see you about it? Where is your store located? ______________
Mr. Harris: At the corner of Fifth and Elm. Can you come down about 5:00 o'clock.
Ann (writing down name, address, and time):
Harris Drugs, Fifth and Elm, 5:00 o'clock.
Thank you, Mr. Harris, I'll be there on time! ______________

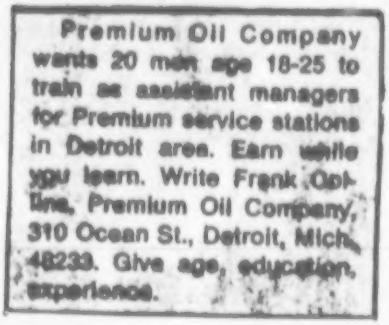
YOUR TELEPHONE MANNERS

Use video-tape. Have students make a mock telephone call in application for a job. The video-tape being first on the prospective employee and then switching to the owner of the business who he is calling.

After several video-tapes have been completed have the class view the interviews by phone and evaluate the students thinking, speaking and listening skills.

#140

ANSWERING A WANT AD BY LETTER



Premium Oil Company wants 20 men age 18-25 to train as assistant managers for Premium service stations in Detroit area. Earn while you learn. Write Frank Opline, Premium Oil Company, 310 Ocean St., Detroit, Mich. 48233. Give age, education, experience.

This ad in the Detroit Free Press caught Bill D'Amato's eye at once. The job seemed just right for him. He'd taken an auto mechanic's course in vocational high school and had worked the past summer pumping gas at a service station. Now the trick was to write a good letter. Bill remembered all the rules he'd learned for writing a business letter in school. When he was finished, he showed it to a friend to check his spelling, punctuation, and grammar. Then he carefully rewrote it. Here's how Bill's letter came out:

Answering A Want Ad By Letter, cont.

William D'Amato
896 Dean St.
Detroit, Mich. 48233

July 6, 197_

Mr. Frank Collins
Premium Oil Company
310 Ocean St.
Detroit, Mich. 48233

Dear Mr. Collins:

I am writing to you to apply for a job as assistant service station manager that you advertised in the Detroit Free Press on July 6. Here are my qualifications: ________ ________

I am 18 years old and a graduate of the James Fielding Vocational High School. I completed a three-year course in auto mechanics and have also had courses in drafting, electronics, and bookkeeping. ________ ________

Last summer I worked full time as an attendant at the Fleetwood Service Station, 3310 Gramatan Avenue, in Detroit. My boss there was Mr. Andrew Conger. ________ ________

I also have my own car and make all the repairs on it myself. ________

I am sure I could do a good job for you as an assistant service station manager. I would greatly appreciate a personal interview. If you wish to call me, my telephone number is PE 7-6249. ________ ________

Sincerely yours,

William D'Amato

When you answer a want ad by letter, include these things:
1. Tell what job you are applying for and where you saw the ad;
2. Education that might be useful on the job;
3. Job experience;
4. A reference;
5. Activities that might be useful on the job;
6. A request for a personal interview;
7. Your telephone number. (On the lines at the right of Bill's letter, write the number of the correct thing he included.)

DECODING THE ADS

#141

To save space and expense, want ads often use puzzling abbreviations. To make sense out of an ad, the reader may need to apply context clues and common sense.

Printed below is a sample display ad. Read it carefully. Figure out what jobs are open, what the requirements are, and how and when to apply. Then work the exercise that follows the ad.

Assure that students can interpret these want ad abbreviations.

Supply newspapers with want ads relevant to automobiles, employment, and training schools. Help students interpret additional abbreviations.

Assign a committee to write want ads and to abbreviate key words for other students to decode.

HIGH SCHOOL GRADUATES AND STUDENTS

Permanent Employment Or Summer Work

Come to

AIR/SPACE INDUSTRIES

Personnel Department

Report to Reception Center, 6500 Rocket Road
Saturday at 9:00 A.M. only. No phone calls.

OPENINGS

Clerk-Typist (2), M. or Fem. No exp. req. $60 wk.

File Clerk, Fem. Will train. $55 wk. Perm. only.

Delivery Boys (2). Dr. Lic. Nec. No exp. req. $55 wk.

Waitress, employees cafeteria. $50, no tips. Uniform prov. by company. Sum. only.

Shipping Clerk, M. Fill and pkg. hvy. orders jet parts. $55 wk. perm.

Gardeners' Helpers (4). No exp. nec. Part or full time. $1.40/hr.

CHECK IN

If the statement is true, circle T. If the statement is false, circle F.

T F 1. Students who want only summer work can apply for some of these jobs.

T F 2. Job hunters can apply for these jobs on Friday.

T F 3. Job hunters can apply for these jobs at 11:00 Saturdays.

T F 4. Only girls can apply for the position of Clerk-Typist.

T F 5. No requirements are given for the Delivery Boy jobs.

T F 6. The File Clerk opening is for summer work only.

T F 7. The Shipping Clerk will have to package heavy jet parts.

T F 8. To be hired as a Waitress, a girl would have to provide her own uniform.

T F 9. Gardner's Helpers can work part time at an hourly rate.

T F 10. A job hunter can phone in ahead to discuss these openings.

Possible Score 10 My Score ____________

Tell students that personnel interviewers often discard applications that contain errors.

Write It Right: Choose one of the job openings in the Air Space Industries ad and complete the application form on the next page. If a job-hunter makes errors on an application form, he may not be given an interview. Follow the directions exactly.

Decoding The Ads, cont.

APPLICATION FOR EMPLOYMENT AIR/SPACE INDUSTRIES

Full Name (print) Last Middle First

Address Number Street

City State Zip Phone

1. How long have you lived at this address?

2. Do you: Own ☐ Rent ☐ Live with relatives ☐

Job Wanted: Hourly/Weekly rate expected: $

☐ Full time ☐ Permanent ☐ Part time ☐ Temporary

Personal Information

☐ Single ☐ Married ☐ Widowed

☐ Engaged ☐ Divorced ☐ Separated

Do Not Write In This Space

Age

SS No.

Dependents:

Social Security Number: Date of Birth:

(Men only) Your draft or military service classification:

Circle last year of school completed 6 7 8 9 10 11 12 College 1 2 3 4

Name of School: Address:

What special training or schooling have you had?

List any work experience (include part-time and temporary jobs.)

Employer

Address

Work Done

Reason for Leaving

Do you consent for school and previous employer to release information about you to us?

☐ Yes ☐ No

YOU ARE IN THE SPOTLIGHT

#142

Nobody gets a job just because he WANTS a job. He has to convince the employer that he will do good work. Employers want to hire people who take their work seriously, who can get along with other people, and who know how to act on a job.

How can you show an employer that you are ready to do good work for him? You show it by the way you look, and talk, and act when you go to apply for a job. This is his first impression of you. If you make a bad impression, of course, he will not hire you.

Here are some rules to remember. They will help you to make a good impression when you go looking for a job.

PREPARING FOR THE INTERVIEW

1. Look right. Hands and nails should be clean. Men: be clean shaven. Your hair should be combed and your shoes polished. Girls: wear only a little make-up and light fingernail polish. No far-out hairdos or heavy perfume.

2. Dress right. Men: wear a suit, or business shirt, and a necktie. No sport clothes, no leather jackets, no boots. Girls: wear a simple (not date) dress, a blouse and skirt, or a suit. No fancy jewelry, no crazy shoes.

3. Go by yourself. Don't take friends or relatives along. Employers think this is "babyish." They wonder if you plan to bring somebody with you when you come to work too.

4. Bring what you need. You will need a pen to fill out application forms. If you have a Social Security card, bring that. Also your birth cerificate and your working papers, if you are at an age when they are needed.

AT THE INTERVIEW

5. Sit up straight in your chair. Keep your feet on the floor. Look directly at the interviewer and listen to him carefully. Don't slouch, slump. or stare around the room.

6. Be ready to answer questions. The interviewer isn't being snoopy. He's trying to find out if you're right for the job he has in mind.

7. Don't talk about personal problems. The interviewer isn't interested in your troubles with dates, friends, or even previous employers. They are not part of your job hunting.

8. Be respectful. Call the interviewer "Mister", not "Jack", or "Buddy", or "Friend".

You are in the spotlight, cont.

9. Use good English. Slang expressions like "boss," "tough," "cool." "dig," and "make the scene" are out.

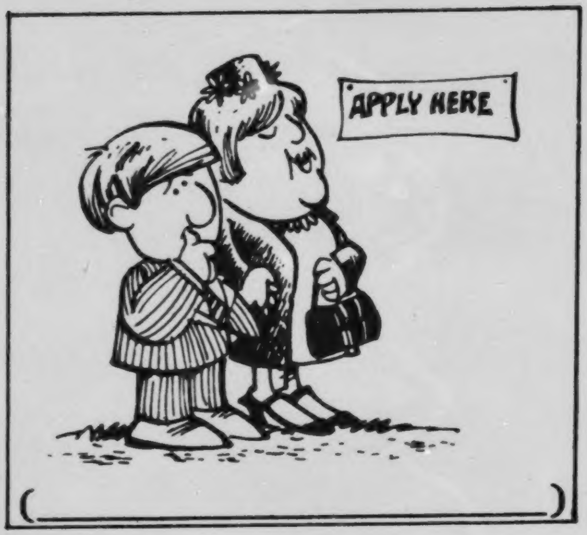
10. Don't smoke or chew gum. Wait until the interview is over.

11. Know the questions you want to ask. If the interviewer doesn't tell you about the salary, the hours, and where you will be working, ask him. Find out about vacations, sick leave, medical insurance, future promotion possibilities, what you are going to learn on the job that you could use later on.

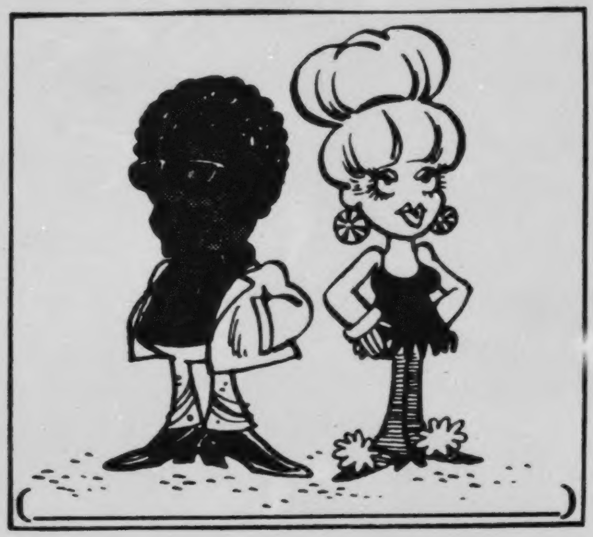
12. Find out what you should do next. Should you call the interviewer back? Should you wait to hear from him? Find out before you leave.

WHAT RULES ARE BEING BROKEN?

Every one of the cartoons below and on the next page shows a job-hunting rule being broken. Find the rule that is being broken. Write the number of the rule under the cartoon.

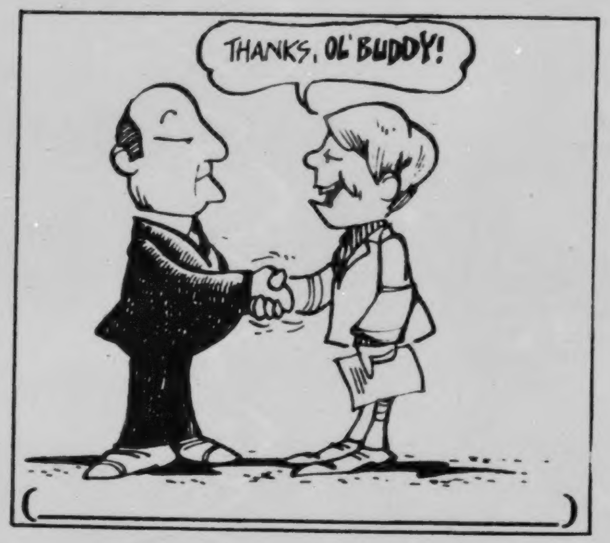


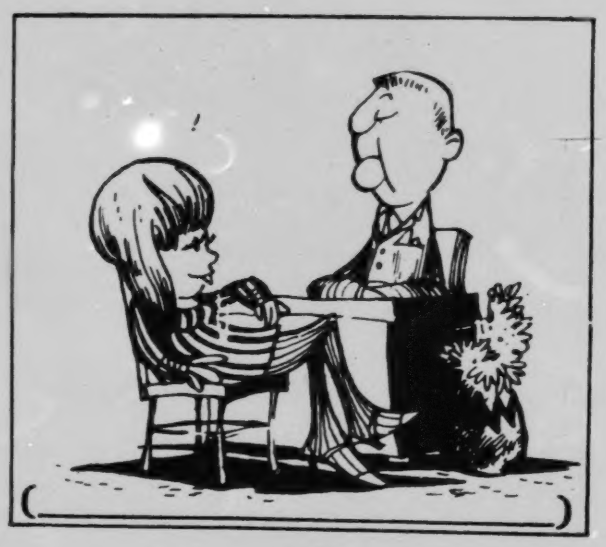
(________________________)

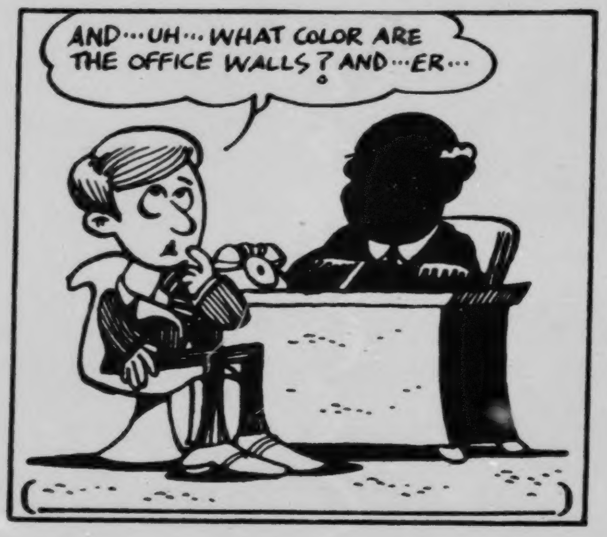


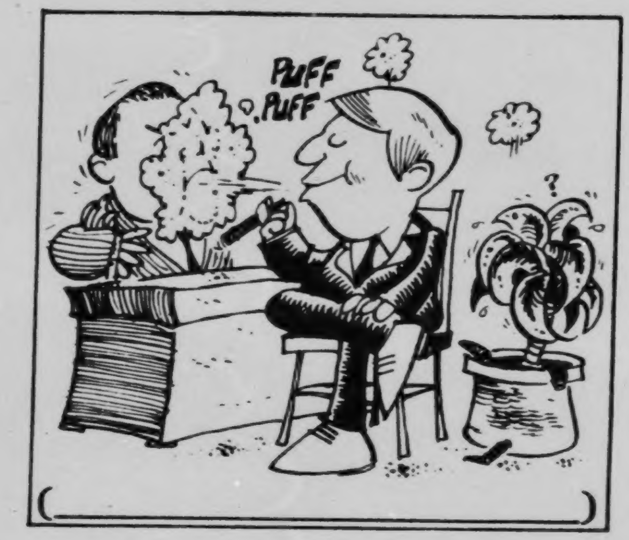
(________________________)

You Are In The Spotlight, cont.


THANKS, OL' BUDDY!




AND···UH···WHAT COLOR ARE THE OFFICE WALLS? AND···ER···



HOW TO TALK YOURSELF OUT OF A JOB

#143

Pete stood outside the door of the State Employment Service office. He had seen an ad in the newspaper for a part-time stock clerk to work after school. Pete wanted the job, but he was scared. Would he get the job? He opened the door and went in.

After Pete filled out a job application, he waited until his name was called by one of the interviewers. He felt nervous as he walked over to the chair by the interviewer's desk.

Interviewer: Good afternoon, Peter. Won't you sit down?
Peter: Yes, thank you. (1)
Interviewer: You're here about a part-time stock clerk's job, aren't you?
Peter: Yes, I seen that ad you had in the newspaper. (2)
Interviewer: Are you interested in department store work? This job in the ad is a training position for someone who can work full-time later and grow into other jobs.
Peter: Yes, I want a job like that. (3) But I don't want no full-time work now. (4) I'm still going to school--I'm a senior. (5)
Interviewer: Could you begin to work full-time next summer after you graduate from high school?
Peter: Yes, I don't want to waste no time after I graduate. (6)
Interviewer: I see. How much an hour do you expect to earn?
Peter: I ain't sure. (7)
Interviewer: Well, we don't have anything for you right now, Peter. But if we do, we will get in touch with you.
Peter: Thank you. I'm glad I seen you. (8)
Interviewer: Good-bye, Peter.

WHY PETE FAILED

Why didn't Pete get the job? He was willing to work hard. But the A.B.C. Company was looking for someone they could promote to a better job. The company wanted a person who could speak English the right way.

Each sentence Pete spoke has a number after it. Some of these sentences are correct; some contain mistakes. Correct each of Pete's sentences that has a mistake. If the sentence is correct, then leave the line blank.

1. ____.
2. ____.
3. ____.
4. ____.
5. ____.
6. ____.
7. ____.
8. ____.

SIMULATED JOB INTERVIEW

#144

1. Have a Community Resource Person come into the class and "interview" a student.

2. Each student than examines want ads in newspapers.

3. Each student writes a want ad of his own (using the SRA work kit and Occupational Outlook Handbook).

4. Students post want ads as prospective "employers."

5. Other students fill out job applications as prospective "employees."

6. "Employers" interview "employees." (Each student should play both roles.)

7. Video-taping of interviews should be encouraged.

#145

VOCATIONAL REQUIREMENTS STUDY

During your school years, opportunities may be provided in courses for a detailed study of the requirements of one or more vocational fields. The following pages provide limited space for listing certain facts about the vocations you may choose to study. Unless your instructor provides a more lengthy outline, we suggest that you fill in the spaces on these sheets after a thorough study of the field of work and after you have collected your materials in various ways, that is, by means of interviews with workers engaged in the occupation, try-out job experiences, reading of pamphlets and books covering the fields, class discussion, etc.

Vocational Requirements

Vocational Field ____________________

PERSONAL:

1. Desirable Personality Traits __________, __________, __________
2. Required Abilities and Aptitudes __________, __________, __________
3. Required Types of Interest __________, __________, __________
4. Age and Physical Requirements __________, __________, __________

EDUCATIONAL:

1. Required Education ______________________________
2. Courses of Study Necessary ______________________________
3. Related Subjects Recommended ______________________________
4. Experience of Apprenticeship ______________________________

ECONOMIC AND SOCIAL STATUS:

1. Salaries - Beginning ____________ Probably Maximum ____________
2. Opportunities for Advancement ______________________________
3. Standing in Community ______________________________
4. Old Age Security, Other Benefits, (e.g. Health, Sick Leave, etc.) ________
____

TRENDS OF THE VOCATION:

1. Stability or Instability of Employment ______________________________
2. Is the Field Open or Crowded? ______________________________
3. What is the Future? ______________________________

ADVANTAGES AND DISADVANTAGES:

1. Working Conditions and Hours ______________________________
2. Comparison with Other Occupations ______________________________

INTELLIGENT CHOICES ARE THE RESULT OF STUDYING AND PLANNING

MY CAREER PLANNER #146

My Name ______________________________

My Grade in School ______________________________

This Career Study is on ______________________________

MY DUTIES ON THE JOB

In this job my most common tasks would be (use active verbs and short phrases):

____

____

____

____

____

I may also need to do (other tasks related or unrelated to the main tasks):

____

____

WORKING CONDITIONS

Physical surroundings (noisy, or quiet, indoors or outdoors, hot or cold, air-conditioned):

____

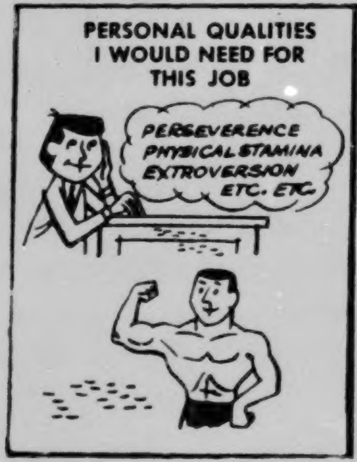
____

Working conditions (steady, loss of time because of weather, seasonal, dangers, standing or sitting on job, odd hours, tiring, heavy or light lifting, etc.)

____

____

____


PERSONAL QUALITIES I WOULD NEED FOR THIS JOB
PERSEVERENCE
PHYSICAL STAMINA
EXTROVERSION
ETC. ETC.

Mental abilities and aptitudes needed (how much scholastic ability, mathematical, clerical, verbal, science, or mechanical aptitude, etc.)

____

____

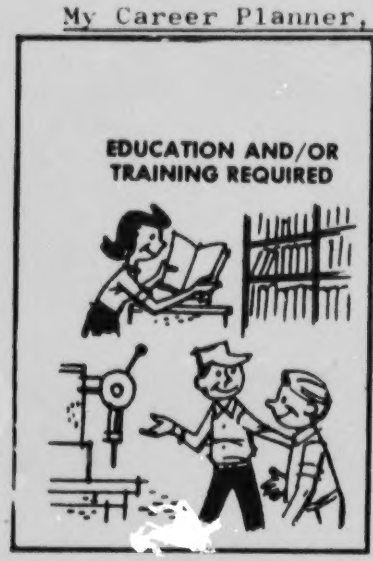
Physical requirements (active or sitting job; strength; height, weight, etc.):

____

Interest requriements (in machines, ideas, people, outdoors, etc.):

____

____

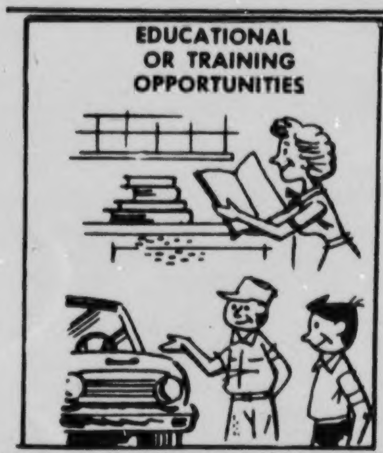

EDUCATION AND/OR TRAINING REQUIRED

Usual type of education--encircle one (business school - technical school - junior college - senior college - apprenticeship - special school)

Years of education after high school--encircle one (1 - 2 -
4 - 5 - 6 - 7)

Experience background required:

Other, less desirable, but acceptable ways of acquiring skills and/or knowledge:


EDUCATIONAL OR TRAINING OPPORTUNITIES

Names and addresses of schools	course length	yearly cost

Local employers having on-the-job training programs (if required for this job):

FUTURE OUTLOOK
JANUARY

Job outlook in next 10 years:

Long term outlook (beyond 10 years):

EARNINGS I COULD EXPECT

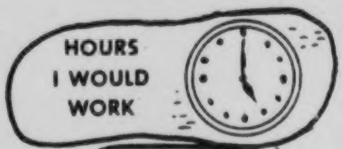
Median earnings (lowest earnings of 50% of all workers) ________to________ (per hour, year, month.) Lowest earnings reported __________; highest reported___________.

Local earnings_______________.

If an apprenticeship, earnings of beginners_____________.

How would I be paid for overtime (time off - 1½ time;_______

My Career Planner, cont.


HOURS
I WOULD
WORK

Fringe benefits-encircle (vacation with pay; overtime pay; holidays off with pay, sick leave; hospitalization paid wholly or in part by employer; pension plan)

Usual hours per day ____; number of days per week_____; number of hours per week _______; night work encircle one (never - always - sometimes).

WHAT I LIKE
ABOUT THIS JOB
AND
WHAT I DISLIKE
WHEE
UGH

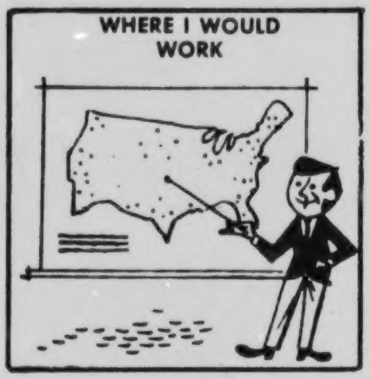
I LIKE	I DISLIKE

For me, the (advantages - disadvantages) seem to be greater --encircle one.

PROMOTIONS
THAT WOULD
BE POSSIBLE
FOR ME

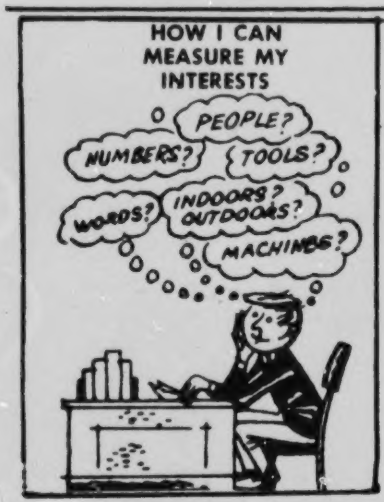
Titles of jobs up the promotional ladder:

beginning as a _ ________, I could possibly be promoted to ________________, then to___________________, then to ____ _______________. Possibilities for the first promotion are (poor, fair, good) - encircle one.


WHERE I WOULD
WORK

Most workers in this career are found in-encircle one or more (cities, rural areas, all areas; offices, facories, other)

Specific cities, states, or areas where most workers are found (name them):


HOW I CAN
MEASURE MY
INTERESTS
PEOPLE?
NUMBERS?
TOOLS?
WORDS?
INDOORS?
OUTDOORS?
MACHINES?

While in School:

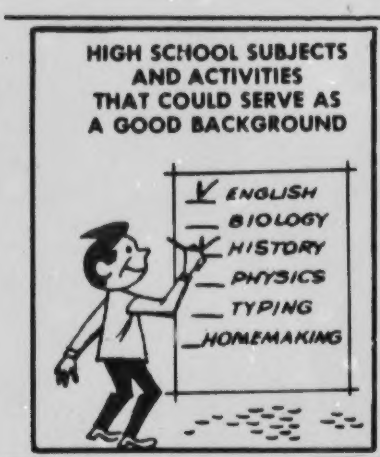
High school subjects I should like:

Of these courses I like:

Summer or part-time jobs that would help me measure my interest in this career:

My Career Planner, cont.

Hobbies related to this career:


HIGH SCHOOL SUBJECTS AND ACTIVITIES THAT COULD SERVE AS A GOOD BACKGROUND
ENGLISH
BIOLOGY
HISTORY
PHYSICS
TYPING
HOMEMAKING

High school subjects I should take to meet the entrance requirements of the necessary school or college:

Other subjects that could prove helpful:

Hobbies and clubs that could be of value:

OTHER RELATED CAREERS THAT I SHOULD INVESTIGATE BEFORE MAKING MY FINAL CAREER DECISION

Careers having similar tasks to the one I am studying - (working with people, operating machines, etc):

Careers in the same industry requiring similar education or training:

Careers with similar working conditions, using same tools,etc

WHERE I CAN GET MORE INFORMATION

Material to send for:

Title	Source	Address	Date	Price

Local places to visit:

Local workers to talk to:

WHAT ARE THE WAYS TO LEARN ABOUT OCCUPATIONS #147

Printed sources are only one source of occupations information. Personal observation, conversation with relatives and friends, interviews with persons engaged in the occupation, and working, even in the minor job related to the occupation, are ways of learning about occupations.

1. Find out from parents in what ways they obtained information on the occupations they entered, and list these on blackboard.

2. Interview someone engaged in an occupation in which you are interested and report to class.

GUIDE FOR INTERVIEW:

A. Most common title of the occupation

B. Work done in the occupation
   1. Description of the occupation
   2. Local variations
   3. Examples of articles made or services performed

C. Working Conditions
   1. Wages
   2. Hours
   3. Surroundings
   4. Is this seasonal work
   5. Trends of employment
   6. Hazards and safety measures

D. Requirements For Entrance Into the Occupation
   1. Preferred age of entrance
   2. General education
   3. School subjects and other activities
   4. Licenses
   5. Kinds of tests which must be passed
   6. Physical examination

What Are The Ways To Learn About Occupations, cont.

E. How To Get Started In the Occupation

1. As a learner
2. As a helper
3. As an apprentice

F. Comments and Information Not Covered Elsewhere

THE URGE TO UTILIZE ABILITIES:

One of the driving desires of even a preschool child is to become an adult and have an important job, such as a policeman, office man, who carries a brief-case, truck driver, steam shovel operator or store manager. From the time small children begin accompanying their parents to different places in the community they begin to learn about the kinds of work people do. Yet, few high school students realize the great range of job opportunities and their requirements which provide for almost every kind of interest and ability. Such knowledge often stimulates greater effort in school work.

POSTERS:

1. List names of persons in the community who are working in different occupations named on posters on list.
2. List all the major occupations represented in the community and estimate the number of persons employed in each occupation.

FACTORS ONE CONSIDERS IMPORTANT IN CHOOSING A JOB

There is often a tendency to feel that once abilities, interests and aptitudes have been ascertained they can be matched up with a job that fits them. It is not that simple. Frequently abilities, interests and aptitudes become a minor factor in choosing a career.

Factors that cannot be ignored and which many times become major considerations in choosing a career are:

1. Wishes of parents
2. Prestige of occupation
3. Occupational prejudices
4. Race and sex prejudices
5. Money
6. Cost of educational preparation
7. Kind of work your friends do
8. Kind of clothes worn
9. Surroundings of daily work

What Are The Ways To Learn About Occupations, cont.

1. What is the correct name of the job?
2. Where do you work? (Outdoors, factor, store, mill).
3. What is the nature of the work (what are your duties and responsibilities?)
4. Do you work with people, things or ideas?
5. How much education is required? (High school, college, trade school, apprentice schools)
6. What personal qualifications are required? (Friendly, honest, can get along, etc.)
7. What are the working conditions? (Hours per day, days per week, health, hazardous)
8. Wages? (Beginning wages, hourly, weekly, opportunity for increase).
9. Special information? (Vacation period, opportunity for promotion, security of the job, pension plan)
10. What are the school subjects related to this job?

JOB ANALYSIS OUTLINE

#148

Student ____________________

Teacher ____________________

1. Job Title ______________________________

2. What are the specific duties you will be expected to perform if employed in this job?

3. What are the working conditions of this job?
   a. Location in U.S.A.
   b. Indoor or outdoor.
   c. Physical, mental or combination.
   d. Others.

4. How much education or training does this job require? Where can this training be acquired?

5. What skills or abilities does this job require? (typing, etc.)

6. What are the physical, emotional, or intellectual requirements for this job?

7. What are the possibilities for advancement?

8. How long could one expect to work in this occupation? Is it seasonal?

9. What do you anticipate the salary range to be in this occupation? $ ______________ What other benefits can you expect to receive besides money?

10. Is there any other information that would be helpful to know for someone considering this job?

11. List some related jobs?

12. List sources of your information?

TOMORROW'S SKILLS

#149

Debbie was offered two jobs. Both were secretary jobs, which she wanted. One would pay $90 a week. The other would pay $85 a week. When she took the second job, her boy friend Dave thought she was crazy.

Dave was saving up to buy a motorcycle. To him, the best kind of job was one that would pay the most money. Debbie wanted to earn some money. But she was also interested in fringe benefits. And the second job offered these fringe benefits.

1. Overtime pay. If Debbie has to work late, she will get paid one-and-a-half times her regular rate per hour.

2. Good vacations with full pay.

3. Sick pay. If Debbie gets sick and misses work, she will get paid anyway.

4. Medical insurance. If Debbie must go to a hospital, the company will pay part of the bills.

5. A tuition payment plan. Suppose Debbie wants to go to school to learn a skill that will help her get ahead in her work. The company will pay her fees.

6. A chance to move up. The company will probably promote Debbie if her work is good.

Different people look for different things in a job. What about you? What will you look for in a job? Good pay? Fringe benefits? A good location?

Read the following list. Decide which 10 things you would like most in a job. Number them in order of importance. Next to "Other," add any other things you would like in a job.

_____ Good salary

_____ Good vacations

_____ Good location

_____ Interesting work

_____ Easy work

_____ Good experience for future jobs

_____ On-the-job training

_____ Tuition payment plan

_____ Sick pay

_____ Medical and life insurance coverage

_____ Chance for advancement

_____ Regular hours

_____ Overtime pay

_____ A uniform to wear

_____ A desk, machine, or work area of your own

_____ A likeable boss

_____ A place where there are other young people

_____ A place where you might meet important people

Other : ____________________

____

____

____

OLD JOBS, NEW JOBS

#150

Young people preparing to enter the job market face a situation that is new in history. Mankind is learning so many new facts that our total amount of knowledge doubles every ten years. This causes the constant invention of new kinds of jobs and the loss of many old jobs that are no longer useful. As a result, it is becoming more and more difficult for young people to know how to train and look for work. Today there are more than thirty thousand different kinds of jobs to choose from. Young people must solve many puzzles in trying to match their own interests and skills to just the right job. The articles in this unit present some of the ways by which people and jobs can be matched.

Each person's own mixture of interests, skills and personality gives him a clue to the kinds of work he can enjoy and do well. Matching this mixture with the right training and the right job should be done carefully. It does not have to be done by guess or by chance. Such matchmaking is the work of a large and growing profession. Thousands of people, called vocational counselors or personnel workers, are ready to help direct people toward the job they are best suited for.

Your school counseling office has many kinds of information. Your school library has a file of job information called vocational materials. By working the following exercises, learn about other places where help can be found.

FIND OUT:

Look in the telephone book for the addresses and phone numbers of the offices listed below. If they are not in the phone book where you live, use the phone book for the nearest city. Your library may have a copy of it.

1. State Department of Employment. Most cities in the nation have branch offices. Look in the phone book under the name of your state. For example: Texas, State of, Employment, Dept. of.

   Address ______________________________

   ____

   Phone (first number given) ______________________________

2. Private employment offices. These are businesses. They charge a fee for helping people find jobs. Look under Employment and Personnel in the Yellow Pages of the phone book. Find two private offices.

   a) Name of Company ______________________________

   Address ______________________________

   ____

   Phone ______________________________

   b) Name of Company ______________________________

   Address ______________________________

   ____

   Phone ______________________________

FPT AND THE JOB SPECS

Facts? People? Things? Which do you like to work with best? Besides knowing the tasks to be performed in a given job, a young person must know many facts about himself. He must know his likes, dislikes, and skills. He must know his strong points and weak points.

Young people with little work experience will find it useful to decide their own likes in regard to Facts - People - Things. Knowing their FPT helps them to choose a job group to consider. If a girl liked working with people and things, she might look into these job groups: Services, Clerical, and Convincing. These job groups would lead to job titles such as Retail Sales Clerk, Receptionist, or File Clerk.

A boy might like working with things such as tools or machines. If he also likes working outdoors, he might consider jobs as Forestry Fire Guard or Highway Construction Worker.

Besides knowing yourself, you need to know details about the tasks to be done for a particular job. These details are written in job specs, which is a slang way of saying job specifications. Such details are also found in the DOT and the Labor Market Bulletin. Most school libraries and counseling offices have these.

When choosing a job group some other important questions to ask yourself are these: How many job openings are there? What are the chances of a permanent job? What is the pay? What are the extra benefits, such as compensation and health insurance, unemployment insurance, and retirement?

FIND OUT

Write a report on one job you may be interested in. Information can be found in the following places:

1. Your school counseling office.
2. Your school library's vocational file and "Occupational Outlook Handbook."
3. The Youth Opportunity Center.
4. The nearest office of the State Department of Employment.
5. Private employment offices.
6. Personnel offices in large companies.

When writing your report, you may find the following outline useful. Give information for as many parts of the outline as you can.

I. Job Title and Description
   A. Job title and group
   B. Tasks performed
   C. Working conditions
      1. Indoor, outdoor
      2. Facts, people, things
      3. Tools, machinery, equipment

II. Special Requirements
   A. Special skills or knowledge needed
   B. Education and training needed
   C. Special personality needs

III. Job Opportunities
   A. Chances of finding work
   B. Chances of permanent employment
   C. Chances of promotion to better jobs

IV. Benefits
   A. Wages or salary
   B. Compensation insurance
   C. Social Security or retirement
   D. Company recreation and training program

BETWEEN THE LINES

To help a student choose the right kind of work, many job counselors first check his FPT, his GED, and his SVP. Then they compare the results with listings in the DOT and the OGA.

Do these sentences make sense to you? They will after you have worked the exercise that follows. Listed below are sets of code letters. Put a set of code letters on the line before the sentence that explains it.

DOT TEP SVP GED
GAT ITE OGA FPT

1. GED - A test of basic skills in high school subjects gives a score for General Educational Development.
2. DOT - A list that describes jobs and the kind of work done on each job is given in the Dictionary of Occupational Titles.
3. SVP - The record of a person's training in a skill is called his Specific Vocational Preparation.
4. FPT - Job counselors must know if a person is most interested in working with Facts or People or Things.
5. OGA - Counselors group many different jobs together by the kind of personality and interests needed by the workers. These job groups are called Occupational Group Arrangements.

WHAT YOU SHOULD LOOK FOR IN A JOB

#151

Mike P. filled out his application in the Star Employment Agency. Then he answered a few questions asked by Mrs. Graham, an interviewer. Mike had a neat appearance, was polite, and answered Mrs. Graham's questions well. Mrs. Graham thought she could help him.

"Well, Mike," she said, "there are two jobs I could send you out on today. One is for a truck driver's helper with a furniture company. It pays $75 a week. The other is for an assembler with an electronics company. It pays $65 a week."

"The first job sounds pretty good to me," said Mike. "I like the salary."

"Frankly, Mike," Mrs. Graham said, "I'd rather send you out on the second job. Even if it pays less money right now, it offers many fringe benefits that the other job doesn't. In the long run it's a much better job."

Mike had never thought about fringe benefits so Mrs. Graham explained.

"Fringe benefits," she said, "are advantages the company gives you besides your regular salary. You don't see them in a pay check, but they are worth a lot of money. The benefits offered by the electronics company are excellent."

Here's what the electronics company was offering:

1. A LIFE INSURANCE POLICY paid for mainly by the company.
2. MEDICAL INSURANCE, paid for by the company. If Mike got sick, most of his doctor's bills would be paid for.
3. HOSPITALIZATION INSURANCE, paid for by the company. If Mike had to go to the hospital, most of his bills would be paid for.
4. SICK LEAVE. The company would pay Mike up to three weeks salary if he were kept out of work by sickness.
5. A PENSION PLAN, paid for mainly by the company. When Mike retired, he would continue to receive money from the company.
6. A TUITION PAYMENT PLAN. If Mike wanted to go to school at night in order to get a promotion, the company would pay his tuition.
7. VACATION PAY. The company would pay Mike's salary while he was on vacation.

407

What You Should Look For In A Job, cont.

8. A CHANCE TO MOVE UP. The company offered promotions based on length of service and ability.

If you were Mike, what would you choose? Ten dollars a week more or benefits and a chance for advancement?

Mike thought about these benefits for a while. Then he decided they were worth much more than the $10 a week additional salary being offered by the other company. Even if he didn't get the job with the electronic company, he would always look for fringe benefits in the future.

Complete the Following Statements By Writing the Letter of the Best Answer in the Blank Space.

1. Fringe benefits are - -
   - a. Yearly pay raises.
   - b. Advantages you get besides salary
   - c. Overtime payments

2. Medical insurance is - -
   - a. Money to pay your doctor's bills
   - b. Money paid when you die
   - c. Money to go to medical school

3. A pension plan helps you - -
   - a. When you go to the hospital
   - b. When you go to school at night
   - c. When you retire

4. Vacation pay is - -
   - a. When you go to the hospital
   - b. A salary even when on vacation
   - c. Promotions based on ability

5. Tuition pay is - -
   - a. Money given for special service
   - b. Yearly pay raises
   - c. Money paid for going to school

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION #152

Begin class by discussing: Many people make mistakes in choosing their life time occupation and therefore are unhappy in their jobs. Ask the students to list as many areas as they can think of where mistakes can be made in choosing a career. After they have spent a few minutes on this share the list on the second page of this activity. Now have the students individually or in small groups write a vignette portraying how mistakes can be made in choosing an occupation.

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION

1. Making choice on popular appeal or glamour.
2. Making choices on salary paid or social prestige.
3. Making choice on incomplete information or outright misinformation.
4. Trying to please or satisfy parent or close family friend.
5. Inability to choose between two unrelated occupations.
6. Failing to consider opportunities for employment.
7. Failing to consider previous work experience.
8. Failing to recognize own abilities, interests, or health.
9. Failing to consider cost of training or education.
10. Failing to examine a wide variety of occupations.

#153

THE OPTION IS YOURS

In this exercise you will be asked to make choices between certain restrictions on your "life style" for the material rewards society is willing to compensate you with for accepting those restrictions.

QUESTION: In order to increase your material rewards, would you be willing to:

_____ 1. Finish high school?

_____ 2. Attend trade school for two years?

_____ 3. Attend a four-year college?

_____ 4. Take courses in which you have little interest but which is necessary for a degree?

_____ 5. Go to graduate school to learn a skill such as law, medicine, teaching, architecture? (Remember you will be in your mid-twenties before you get a degree from graduate school.)

_____ 6. Live in the city?

_____ 7. Get up before 8:00 A.M. five days a week?

_____ 8. Wear a hair style acceptable to your superior?

_____ 9. Dress in a way your superiors and others in your society do not find objectionable?

_____10. Be willing to work "overtime" for pay?

_____11. Work overtime to complete a job even if you won't be paid?

_____12. Be willing to take work home evenings and weekends?

_____13. Work at a job you don't like because it may lead to a job you do like?

_____14. Learn and use standard English when on a job?

_____15. Be courteous to people you don't like?

_____16. Save some money?

_____17. Be willing to work for a company whose policies do not necessarily reflect your personal philosophy?

_____18. Avoid habits which will interfere with your work, such as alcohol and narcotics?

_____19. Be willing to move someplace you don't like for a job?

The Option Is Yours, cont.

_____ 20. Spend time socially with people who can help you get on in your work, even though this may mean seeing less of others you like?

_____ 21. Spend much time studying to keep up in your field?

The students may want to interview adults in the community to determine how important they believe conformity to these suggested standards is to full participation in the economic community.

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GEOGRAPHIC LOCATIONS

#154

To demonstrate a knowledge of how geographic location affects jobs, each student will forecast activities at various regions and check this forecast against actual conditions in the region.

The student first selects an area in which he prefers to live. Then follow the following activities:

1. Consider climate, land forms, human resources (skilled labor market, etc.) of the region being studied and forecast the main economic activities of this region.
2. Check the accuracy of forecasts. Be sure there is an adequate explanation for any areas omitted.
3. Choose a career made possible by the economic activities listed above.

IF YOU HAVEN'T GOT IT, DON'T FIGHT IT

#155

Have the students cut out three or four pictures of people and label them as to what job they could not do, example: Mama Cass Elliot as a jockey.

Now have the student do a theme, oral report or discussion group on the following thought by Norman Vincent Peale:

"People fail in life because their lives are unfocused. They have avoided any direct confrontation with themselves in terms of personality, desires and needs, and the possible attainment in this world."

WORK.....

SOME GRIPES, SOME SOLUTIONS

#156

"It seems that after I went to work, nothing I had planned to do became worth the trouble any more."

"My dad always had pride in his work. Me, I go home, they don't understand a thing. All I do is bump a little coal into an oven. Why would my wife and kids be interested in that?"

"We felt that we were being turned into machines."

These three workers--a secretary, a steel worker, and an auto worker--have something in common: unhappiness about their jobs. They are not alone. According to a Gallup poll, two out of ten Americans are not satisfied with their work.

The third speaker, the auto worker, works on an automobile assembly line at Lordstown, Ohio. About two years ago, Lordstown made a lot of headlines when the auto workers went on strike. Did they want more money, or fewer working hours? No. They wanted more "human" working conditions.

The assembly line at Lordstown turns out about 101 cars an hour. Workers are specialized. One may put on a bumper, another a door, a third may weld some spot on a fender. Car after car, they do the same job--101 times an hour. One of the words used by Lordstown workers to describe their situation was "dehumanized." That is, they felt like robots, doing the same thing day in and day out. They were tired of being "turned into machines" themselves.

Of course assembly lines have been around for a long time. But today's workers are a new breed. According to one Lordstown employee: "Our parents...didn't have the education we had...But we, the younger workers, have been through high school and have had advanced subjects compared to our parents. Most of us have had monetary gains, but we know that isn't all there is...."

In short, the workers want more out of life--and the jobs they spend their lives doing--than just money. They want meaningful work, work that gives a sense of satisfaction, a sense of having accomplished something.

This feeling isn't limited to Lordstown, or to auto workers. Bank tellers, secretaries, businessmen, and others, increasingly complain that they feel like little cogs in big work machines.

Company managers are looking for solutions to the problem. One major U.S. auto company is trying out a way to break up the assembly line, by putting workers into teams. Rather than perform one task, the team builds whole cars, following them through from start to finish.

A steel company let its workers rearrange their own production methods and schedules. The production rate soared.

The Gaines Pet Food plant in Topeka, KS, is now run democratically by teams. Teams select their own foremen, set their production schedule and job assignments, listen to and handle complaints. Team spirit is high, and the workers aim for high production. "If someone is goofing off," said one worker, "the team members get on him.... If there is a personal or family problem, team members often help."

The Topeka plant has been so successful that it is being studied as a model by other industries. One word these Topeka workers do NOT use is "dehumanized." Said another: "I'm still just a laborer, but I have something to say about my job.... I really feel more like a human being."

416

THE JOB SCENE

#157

Jobs can be grouped on the basis of characteristics that they have in common. Jobs may be in the same family because they
- are in the same industry (for example: editor, compositor)
- require similar training (for example: electrician, bricklayer)
- involve similar activities (for example: automobile salesman, insurance agent)
- satisfy similar interests (for example: animal keeper, veterinarian)
- require similar skills (for example: instrument maker, watch repairman)
- are in the same location (for example: lumberjack, sawmill worker)

You may be interested in several jobs. Knowing what families they belong to can give you clues to other jobs that might interest you. It can also help you discover other jobs that might be suited to your abilities and skills or the training you obtain.

This record sheet will help you discover for yourself how jobs can be grouped into families. In the first column list at least one job in which you are interested. In the second column list job families to which it may belong. List as many as you can think of or can find out about through reading or interviews. In the third column list other jobs in the same family.

NAME OF JOB	JOB FAMILIES	RELATED JOBS
	Industry	
	Training	
	Activity	
	Interest	
	Skill	
	Location	
	Industry	
	Training	
	Activity	
	Interest	
	Skill	
	Location	
	Industry	
	Training	
	Activity	
	Interest	
	Skill	
	Location	
	Industry	
	Training	
	Activity	

MAKING MOBILES

#158

Making mobiles is one method of motivating students to explore job families. This exercise could be related to any area of the curriculum. Students are grouped according to a job family. The base of the mobile represents the name of the occupational family and the component parts represent members (for example in health class a family might be NURSE with the components being: registered nurse, licensed practical nurse, nurses aid, and candy striper.)

Each member of the group then prepares a short report on the occupation chosen from a family, along with the member's participation in the making of the mobile.

OCCUPATIONAL GROUP ARRANGEMENTS

#159

Over thirty thousand different kinds of jobs are held by American workers. How do you choose the right one for you? How do you find out what to study for the job? And where do you go to apply?

You can begin by looking at the list of jobs in the Dictionary of Occupational Titles. The DOT gives a short work picture of each job and the kind of work to be done. It describes the working conditions and the pay. It tells about the chances of finding each job and about its future. Job counselors use the DOT to tell young people about the education and training needed for a certain job.

No one can look into thirty thousand different jobs before deciding which one shows promise. So counselors have grouped together those jobs that have similar needs. These job groups are called Occupational Group Arrangements. The groups are made up according to the kinds of work to be done and the kinds of people needed to do the work.

TEN BASIC JOB GROUPS

	Job Group	Examples
1.	Agriculture	Farm Laborer, Crop Duster, Crop Picker, Nurseryman
2.	Athletics	Coach, Professional Athlete, Playground Director, Lifeguard
3.	Art/Music	Designer, Advertising Artist, Sign Painter, Pop Musician, Piano Tuner, Disc Jockey
4.	Clerical	File Clerk, Stock Clerk, Bank Teller, Bookkeeper
5.	Mechanical	Truck Driver, Machinist, Plumber, Cannery Worker
6.	Outdoor	Forestry Worker, Game Warden, Telephone Lineman, Construction Worker
7.	Services (Personal)	Airline Hostess, Barber, Cook, Beautician, Taxi Driver
8.	Convincing	Bill Collector, Advertising Worker, Sales Person, Lawyer, Politician
9.	Science	Laboratory Worker, Druggist, Diesel Engineer, X-Ray Operator
10.	Services (Social)	Nurse's Aide, Fireman, Farm Adviser, Minister, Policeman, Hospital Orderly

JOB GROUPS AND TITLES #160

THE RIGHT ORDER:

Listed below are some job titles. Below the job titles there are several job groups. Place sixteen of the job titles under their appropriate job groups.

JOB TITLES

bricklayer
detective
diesel mechanic
dishwasher
dressmaker
electrician
file clerk
gardener
hair dresser
highway flagman
hotel maid
janitor

mail clerk
manicurist
nurse
receptionist
seed salesman
snowplow driver
steelworker
switchboard operator
tailor
tree pruner
typist
waitress

JOB GROUPS

Agriculture

1. ____________________
2. ____________________

Mechanical

1. ____________________
2. ____________________
3. ____________________

Services (Personal)

1. ____________________
2. ____________________
3. ____________________

Outdoor

1. ____________________
2. ____________________

Clerical

1. ____________________
2. ____________________
3. ____________________

Services (Social)

1. ____________________
2. ____________________
3. ____________________

Possible Score 16

My Score ____________

23,000 Jobs

#161

Note to the teacher: This was taken from the May 2, 1974 issue of Junior Scholastic. The cover of that issue is needed as it contains drawings of a large number of jobs that the students can use along with this exercise.

What is work? According to the U.S. Department of Labor, it's 23,000 different occupations. That's how many different kinds of jobs there are in the U.S. They can be divided into 15 "job clusters" (below). We've given several sample job titles that fall under each cluster.* Can you add more?

Put all these clusters together, and you come up with a whole community. In fact, it's hard to imagine how a modern community could get along without workers in all of these fields. So, while work has special meaning to individual workers, it also has meaning to communities. How do the people on our cover contribute to their community?

AGRICULTURE AND NATURAL RESOURCES.
Jobs that have to do with raising plants or animals, or taking resouces from the earth: logger, veterinarian, geologist, farm chemical salesperson, metallurgist, and.....

BUSINESS & OFFICE.
Accountants, marketing research, advertising, public relations, secretarial, clerks, cashiers, receptionists.....

COMMUNICATIONS & MEDIA.
Jobs where people transmit information to other people: librarian, printing press operator, bookbinder, commercial artist, telephone operator,radio disk jockey, satellite communications technician, and.....

CONSTRUCTION.
Skilled workers, bricklayers, carpenters, masons, floor covering installers, engineers, painters, roofers, plumbers.....

CONSUMER & HOMEMAKING.
Providing services in areas of food, clothing, child care, household maintenance: cook, day care worker, homemaker, dry cleaner, interior decorator, family counsellor, consumer protection worker, and.....

PERSONAL SERVICES.
Barber, beautician, pet shop worker, income tax preparer, waitress, lawyer, shoemaker, and.....

ENVIRONMENT.
Occupations which preserve and protect the environment: urban planner, soil conservationist, botanist, fish and game warden, wildlife specilist, pollution regulation enforcement officer, waste recycler, and.....

23,000 Jobs, cont.

FINE ARTS.

Poet, sculpturer, novelist, painter, actor, dancer, singer, musician.....

HOSPITALITY, RECREATION, TOURISM.

Jobs which serve people during their leisure time: hotel bellhop, marina owner, pleasure boat worker, travel agent, skiing instructor, theater operator, baseball game ticket seller, and.....

PUBLIC SERVICE.

Work done for the government and for public utilities: firefighter, legislator, teacher, lawyer, highway toll collector, and.......

MARINE SCIENCE.

Jobs that relate to seas and inland waterways: ship mechanic, fish hatchery worker, scuba diver, marine chemist, naval architect, commercial fisherman, and.....

MANUFACTURING.

Jobs involved with making everything from abacuses to xylophones: upholsterer, machinist, tool and die maker, automobile assembler, warehouse worker, plant manager, quality control engineer, and.....

HEALTH.

Dental hygienist, dietician, ambulance driver, anesthetist, speech therapist, medical lab worker, public health inspector, and.....

MARKETING & DISTRIBUTION.

Jobs which get goods and services to customers: sales clerk, auto mechanic, bank teller, small businessman, supermarket clerk, wholesale warehouse manager, advertising writer, window display decorator, credit manager, and.....

TRANSPORTATION.

Getting goods or people from place to place: aircraft mechanic, truck or bus driver, spacecraft engineer, pipeline builder, railroad engineer, traffic safety engineer, and.....

*Note: Some jobs fall into more than one cluster. For example, a medical secretary works in both the health and business clusters.

PLANNING A CAREER IN....... #162

1. Begin with a discussion of the symbols (used by the U.S. Department of Health, Education, and Welfare.) What relationship does each of these symbols have to the field it represents? How many related jobs can you think of for each cluster? (For example, a fireman should immediately suggest other municipal employees; then government workers at other levels.)

2. Invite your school guidance counselor or career education specialist to help students get detailed information on formal education, on-the-job training, and other requirements for employment in a typical career in any two or three of these clusters. Use the transparency master for general presentation of this information to the class; or give a spirit master copy to individual students for preparing reports on the same topic.

3. Help studens identify careers which deal primarily with producing services (entertainers, elected officials, teachers,) and those which deal with production of goods (mining, manufacturing clothing). Point out that not only does this represent areas of choices for their own future, but that it represents a trend in U.S. employment. One cause of this trend is the increasing rplacement of unskilled manpower by machines in industry. This leads increased practical importance to the discovery of kinds of service occupations which will remain for the students' future.

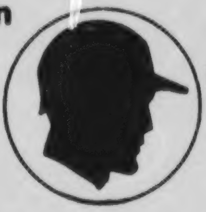
PLANNING A CAREER IN...*

Agri-business and Natural Resources

Business and Office work

Communication and Media

Construction



Consumer and Homemaking

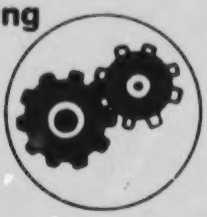
Environment

Fine Arts and Humanities

Health

Hospitality and Recreation

Manufacturing



Marine Science

Marketing and Distribution

Personal Services

Public Service

Transportation

"INPUT"–Preparing for This Career

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

"FEEDBACK"–What Can Be Expected From It

1.____________________
2.____________________
3.____________________
4.____________________
5.____________________

(*) source: U.S. Dept. of Health, Education, Welfare

CLUSTER DEVELOPMENT EXERCISE

#163

The following is a suggested learning sequence that could be used to understand the cluster concept. It can be executed in groups, as well as individually.

1. List thirty occupations.
2. For each occupation in Item 1, list three skills required by that occupation.
3. Group together occupations that require the same or similar skills.
4. Name each of the clusters organized in Item 3, and compare with Item 1.

FIELD TRIPS

#164

Students should be given the opportunity to visit the cluster program in operation at the senior high level. Outside projects which are being developed by the work experience program should be considered for visits. Such projects might include a house under construction by students or the management of a student concession booth.

CLUSTER INTRODUCTION

#165

Have students group themselves as to height, age, color of hair, eyes, etc. Then teacher will explain the classification. Then have a general class discussion on the various occupation clusters.

1. Agriculture
2. Bookkeeping-Accounting
3. Clerical
4. Secretarial
5. Marketing
6. Health
7. Social Service
8. Food Service
9. Electrical
10. Construction
11. Metal Working
12. Mechanical and Repair
13. Wood Products
14. Graphic Arts

Now have the students find newspaper articles and want ads and place them under the appropriate cluster.

PERSONALITY AND YOUR JOB #166

How do you get along with people? What impression do you leave with teachers, fellow students, friends, employers, members of your own family? What sort of personality do you have?

The word PERSONALITY is difficult to define. Perhaps we may call personality a combination of your personal traits and qualities which in large part determine your level of success, regardless of your ability, aptitude, and training. We probably should use the term here in the broad sense to include traits of character and temperament as well as the general impression one makes on people.

You may be sure that your fellow students, teachers, neighbors, and parents have some ideas now regarding your personality traits. But have you ever analyzed them yourself?

Following are terms and expressions which are sometimes used to describe people. We suggest that you rate yourself at least once a year, grades 9 to 12. Strive for self-development. Your ratings as a senior should show some evidence of maturity and improvement.

Check your self-ratings in every way possible against opinions or judgments of others as you go through high school. Your principal or counselor may help you in reaching more accurate estimates on these characteristics. You may have been too severe or too lenient in your self-estimates. Remember that none of us is perfect. There is no ideal personality formula for all to copy. Correct flaws, develop your special personality talents to the utmost. But, BE YOURSELF!

Personality And Your Job, cont.

PERSONALITY TRAITS

Check if the following apply. Be honest with yourself, but don't "lean over backward" to be severe in your own self-estimate.

Traits and Qualities	Grade			
Desirable:	9	10	11	12
1. Considerate of others				
2. Industrious				
3. Make friends easily				
4. Demonstrate initiative				
5. Display qualities of leadership				
6. Liked by others				
7. Cheerful				
8. Co-operate with teachers				
9. Dress neatly - well groomed				
10. Take correction graciously				
11. Complete lessons on time				
12. Use time efficiently				
13. Choose proper companions				
14. Logical, convincing speech				
15. Show good judgment				
16. Proper self-confidence				
17. Pleasant voice				
18. Calm under stress				
19. Good emotional control				
20. Good work habits				
21. Tactful				
22. Do not bluff				
23. Respect property of others				
24. Do own work				
25. Do more than required				
26. Develop own ideas				

Personality And Your Job, cont.

	9	10	11	12
27. Aid others				
28. Support team when losing				
29. High ideals				
30. Contribute to group				
Total Desirable Traits				
Undesirable:				
1. Untidy appearance				
2. Mumbling speech				
3. Swayed by emotions				
4. Erratic judgment				
5. Easily upset				
6. Irritable				
7. Brood over disappointments				
8. Lack confidence				
9. Can't make decisions				
10. Avoid other students				
11. Neglect assignments				
12. Require constant supervision				
13. Must be pushed				
14. A show-off				
15. Too much ego				
16. Poor sport				
17. Destructive				
18. Jealous of others				
19. Discourteous occasionally				
20. Cannot work with others				
21. A trouble-maker				
22. Frequent day-dreamer				
23. Careless with money				

Personality And Your Job, cont.

	9	10	11	12
24. Work under capacity________________	--------	--------	--------	--------
25. Lack purpose_______________________	--------	--------	--------	--------
26. Careless of property_______________	--------	--------	--------	--------
27. Lack ambition______________________	--------	--------	--------	--------
28. Disrespectful______________________	--------	--------	--------	--------
29. Hinder others______________________	--------	--------	--------	--------
30. Lose temper often__________________	--------	--------	--------	--------
Total Undesirable Traits__________	--------	--------	--------	--------

EMOTIONAL MATURITY SELF-TEST

#167

	ALWAYS	USUALLY	HALF THE TIME	SELDOM	ALMOST NEVER
	5	4	3	2	1
1. Can you accept criticism without being overly angry or hurt?					
2. Do you avoid being overly critical of others, picking out small faults instead of judging them on over-all merit?					
3. Are you pleased at the successes of your family and friends? Can you sincerely compliment them when deserved?					
4. Do you refuse to listen to and repeat little items of gossip about others?					
5. Do you talk largely about other people and things rather than yourself?					
6. Do you often put the welfare and happiness of others above your own?					
7. Are you free from emotional outbursts of anger or tears?					
8. Do you begin disagreeable tasks right away without trying to escape by playing sick or making excuses?					
9. Can you stay away from home a month or more without undue homesickness?					
10. Can you weigh facts and make decisions promptly, then stick by your decision?					
11. Do you put off things you want to do now in favor of more pleasure later?					
12. Do you usually get along well with your family and friends?					

Emotional Maturity Self-Test, cont.

	ALWAYS	USUALLY	HALF THE TIME	SELDOM	ALMOST NEVER
	5	4	3	2	1
13. When things go wrong can you decide the reasons and correct them without making excuses for yourself?					
14. When disagreeing with someone, can you usually work out an agreement which leaves no hard feelings?					
15. Can you enjoy parties without having a "wallflower" feeling?					
16. Do you get real enjoyment out of doing little things for others, even though you know people will not know who did it?					
17. Do you wear neat but modest clothes and not overdress for the occasion?					
18. Are you ordinarily free from worry and sadness over past mistakes that can't be changed now?					
19. When dealing with others, can you make decisions fairly, regardless of personal dislikes?					
20. When you are the leader of a group, do you use democratic methods and avoid forcing your will on others?					
21. Are you loyal to your friends, minimizing or not mentioning their faults to others?					
22. Are you free from "touchiness," so that others do not have to handle you with "kid gloves"?					
23. Do you act accordingly to your honest convictions regardless of what others may think or say about it?					
24. Do you have a kindly feeling toward most people, a deep friendship for some, and no unhealthy attachments to any?					
25. Do you feel that you usually get what you deserve? Are you free from a feeling that others "have it in for" you?					

Emotional Maturity Self-Test, cont.

In order to make a rough estimate of your overall emotional maturity, total all scores and divide by 25 (the number of items rated). If you have proceeded honestly and objectively, an average of 4 or 5 means that you are quite acceptable, a rating of 3 indicates you are above average, and an average of 1 or 2 shows that you are below average, try to improve your emotional development.

If you want to improve your emotional maturity, here are some suggestions:

1. Face your problems frankly and resolve to do away with them as quickly as possible.
2. Set out to get definite skills and interests which have social rather than selfish values.
3. Make it a point to visit with emotionally mature people. Try to determine why they are so.
4. If you feel a need for help, seek someone qualified and discuss the problem with him.
5. Get involved with a worthwhile project which will help you forget yourself and your troubles.

HOW TO KEEP A JOB

#168

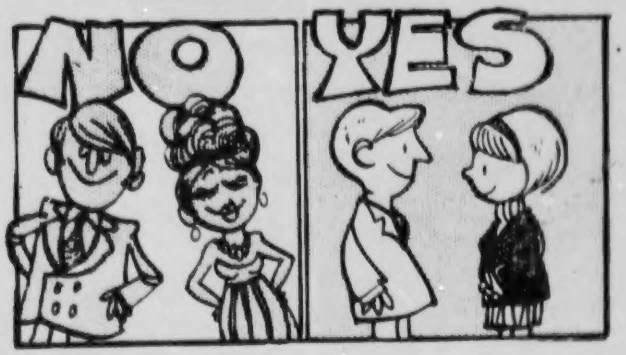
Discuss with the class the ten points to help keep a job. Have students add one more point to the list and illustrate that point.

You've got the job! You start tomorrow! And right now you feel as if butterflies are having a party in your stomach. You are wondering, "Will I like it? Will they like me? Can I do the job?"

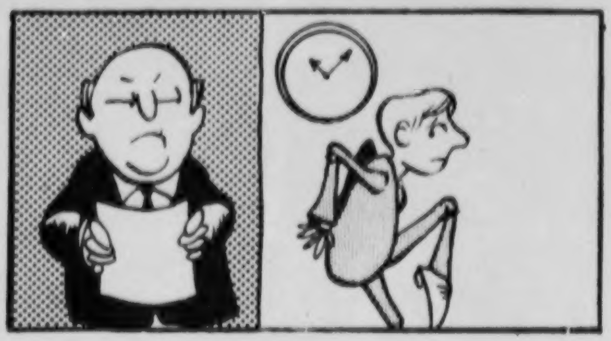
Relax. Your new boss must have thought you could do the job, or he would not have hired you. He wants you to work for him. He wants you to do well. And you will - if you follow a few simple rules!

Here are the rules:

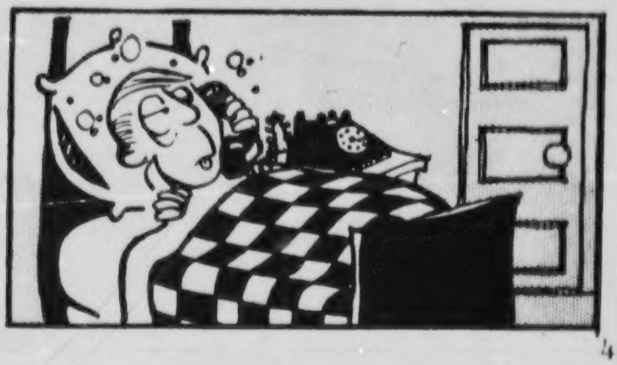
1. Look right for the job. Fancy party clothes or jazzy sport clothes are not right for business. The rule here is clothes that are simple, clean, and neat. (That goes for hairdos and haircuts, makeup and fingernails, shoes & shaves, too!)



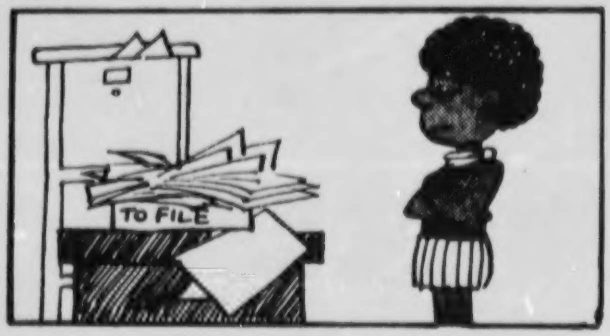
2. Be on time, coming and going. People who come in late, take long lunch hours, or leave early are cheating the boss of time he is paying for. Don't think he won't notice. He'll remember when you ask for a raise.



3. If you can't come to work, call the boss and tell him. No business can operate without workers. Your boss needs to know if you can't be there, so that he can get somebody else to do your work that day.

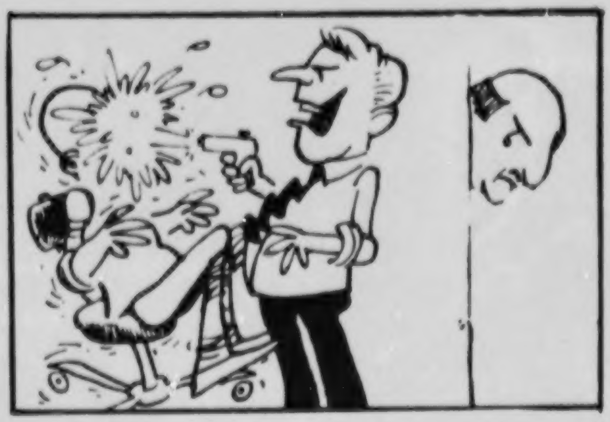


4. Do the work that has to be done. Every job has parts of it that are no fun. Some secretaries hate to file. Some mechanics hate to clean up and put away tools. But your work isn't finished until every part of it is done.

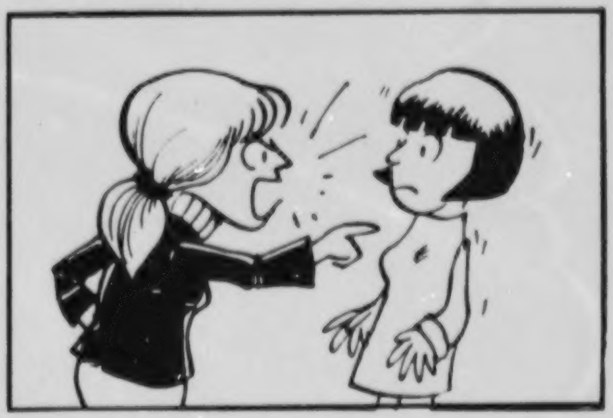


How to keep a job, cont.

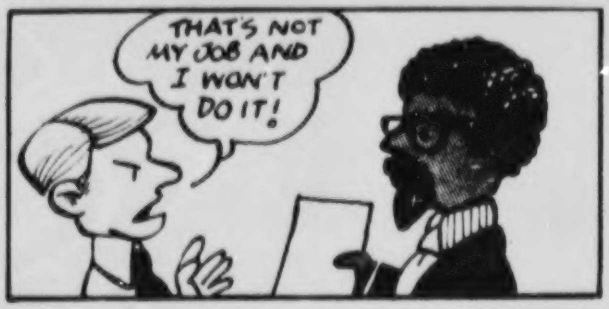
5. When you're on the job, work on the job. Horsing around, taking other workers' time with conversation, or making personal phone calls, all take time away from work. Business hours are for business.



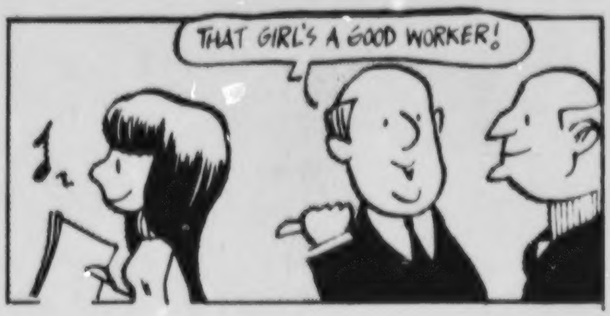
6. Be polite to everyone. Get along with people. Keep your temper even if someone is rude to you. You will notice that the nicest people you work with are the ones who are always ready to help. Be like them.



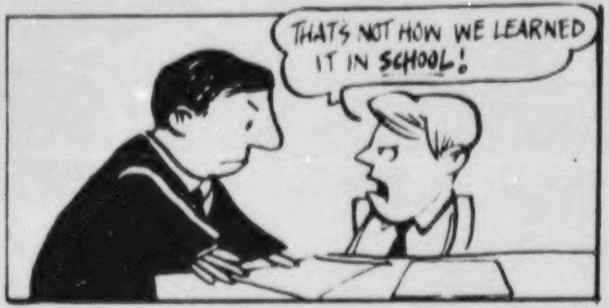
7. Do what you are asked to do. Your boss may ask you to do something that is not the work you think you were hired to do. It happens to everybody. Don't argue about it. Just do it as well as you can. You might learn something new.


THAT'S NOT MY JOB AND I WON'T DO IT!

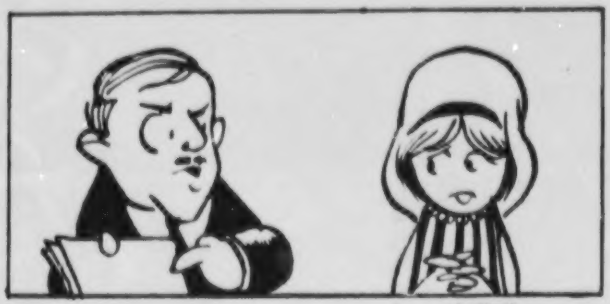
8. Get to be good at your job. Learn to do it fast and well. When your employer needs someone for a better job, he will probably consider one of his workers for it. If you have done your job well, you may get promoted.


THAT GIRL'S A GOOD WORKER!

9. Be able to take instruction. Don't think you know more than your boss. Remember, he's been on the job a lot longer than you. So if his instructions seem strange to you, don't say, "That's not the way we learned it in school. Do it his way.


THAT'S NOT HOW WE LEARNED IT IN SCHOOL!

10. Be able to take criticism. Don't think your boss is picking on you if he tells you you're doing something wrong. He wants you to succeed on your job. The chances are that what he tells you is for your own good.



ATTITUDES AND HABITS DESIRABLE FOR EMPLOYMENT #169

Have student committee make a bulletin board of various ads requesting specific traits. Next have an outside speaker from a personnel office speak to the class emphasizing habits and attitudes desirable for maintaining employment.

Have individual students list fifteen traits about attitudes and habits which are desirable for maintaining employment. Then compile a class list.

To illustrate the importance of employer-employee relationships, each student will work in an incompatable group, write a play, play a role in it and summarize their feelings orally toward the situations.

1. Create a role staying situation to demonstrate:
    - A. Necessity of being able to get along with others.
    - B. Some negative aspects of employer-employee relationships.
    - C. The importance of being able to take and follow orders.
    - D. That employees cannot always select their fellow workers.

2. Assign skits to be written and acted out by the students. Skits should illustrate:
    - A. Hazing
    - B. Failure to communicate
    - C. Absenteeism
    - D. Lack of ambition

ROLE PLAYING

#170

Group students into five fairly incompatible groups.

Assign a skit to be written and acted out by the students. Skits should illustrate:

a. Hazing

b. Failure to communicate

c. Absenteeism

d. Lack of ambition

Have students act out the skit allowing them to play various parts.

Demonstrate the following concepts in the situation:

A. Necessity of being able to get along with others.

B. Some aspects of employer-employee relationships.

C. The importance of being able to take and follow orders.

D. That employees cannot always select their fellow workers.

CHANGING JOB TRAUMA

#171

Class discussion: Discuss the trauma involved with the act of losing or changing jobs - how your identity can be closely associated with your occupation, that there is a loss of identity without the job.

Help the student define guidance resources which will assist them in the changing of occupations.

CAREER CALAMITIES #172

Discuss the Following As A Group:

A. Lauren F. Willwright has always enjoyed driving trucks, so he became a long-haul truck driver after he left school. Lauren became quite accomplished as a driver and soon earned a comfortable living for his family. Unfortunately, Lauren suffered the loss of his right hand and is no longer capable of driving trucks. What does he do now?

B. Jack Albertson went to work for the local railroad company when he dropped out of high school. After several years of hard work he had gained a high-paying position as fireman. Unfortunately, automation has made his job unnecessary, and the company has terminated his employment. What does Jack do now?

The instructor should write on separate cards each of the following jobs and calamities. Each student draws one job card and one calamity card and makes up his own situation, similar to the examples given. Discussion of the situation can be written or oral. Students can also make up their own jobs and calamities.

441

Career Calamities, cont.

JOBS

1. Truck driver
2. Typist
3. Waitress or waiter
4. Mechanic
5. Doctor
6. Service station operator
7. Assembly-line worker
8. Pharmicist
9. Entertainer
10. Sales Clerk
11. Mill worker
12. Surveyor
13. Lawyer
14. Teacher
15. House painter
16. Taxi driver
17. Car hop
18. Florist
19. Accountant
20. Gardener

CALAMITIES

a. Automation
b. Physical injury (permanently disabling)
c. Must move for health reasons
d. Employer goes bankrupt
e. Material shortage so operations must cease
f. Loss of limb
g. Blindness strikes
h. Deafness
i. Rumor hurts character so employee is fired
j. New boss who gradually fires all old employees
k. Better trained person takes job
l. Person with more seniority takes job
m. Fire destroys place of employment

EDUCATION + TRAINING = JOBS

There will be more and more job openings in professional and technical fields. These jobs will offer the highest pay. But they also will call for the most training.

Almost every job will require a high-school education. High schools offer a broad educational background. A good high-school education makes a person adaptable. That means it gives a person the ability to be trained and retrained.

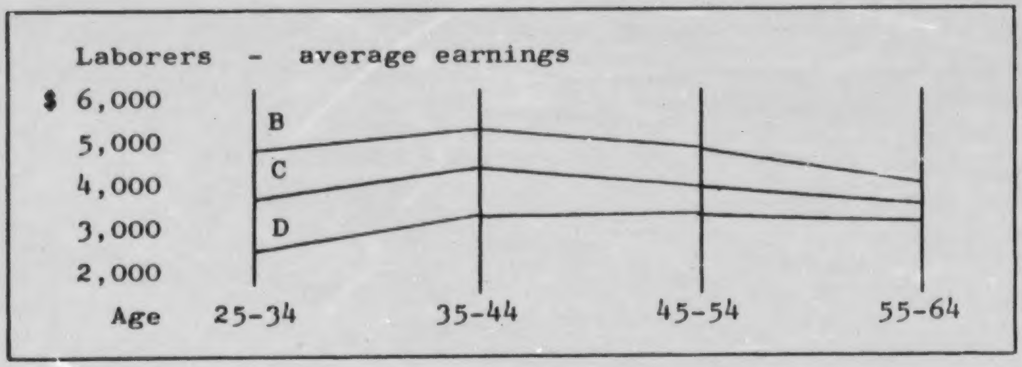
Today a young person should expect to change lines of work six or seven times during his life. The following quotation emphasizes how important a sound education is. It was written by Robert M. Hutchins, a leading American educator.

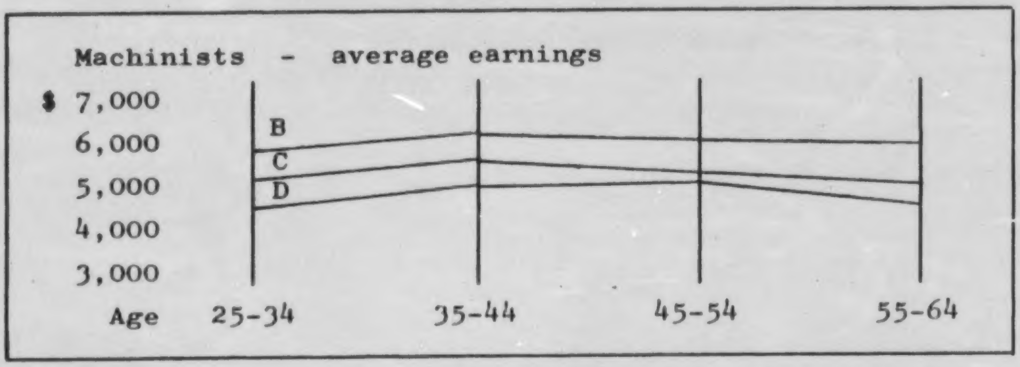
> What education can and should do is help people become human. The object of education is not manpower but manhood... The man who is truly educated, rather than narrowly trained, is ready for anything. He has developed his human powers and is able to use them and his understanding of the world to meet any new problem he has to face. He is prepared by his education to go on learning.

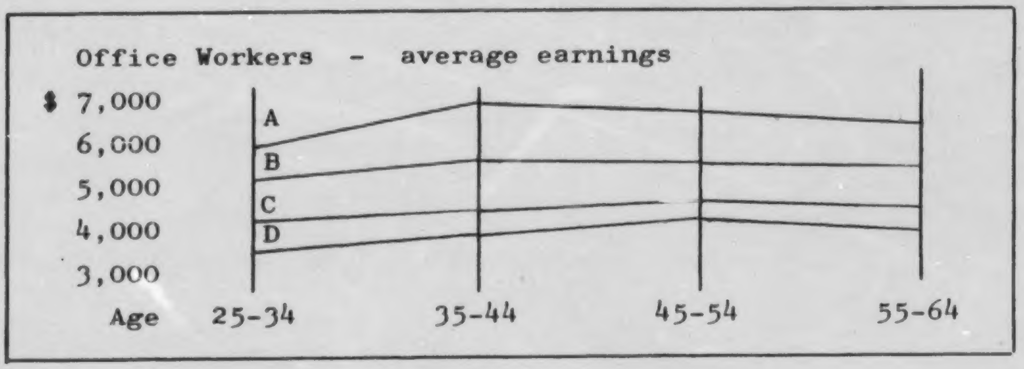
Four graphs on the next two pages show the importance of the need for training. They also show the relationship between the length of a person's education and his income. Study the graphs and then do the exercise.

Jobs, cont.

A. 4 yrs. of college
B. 4 yrs. of high school
C. 8 yrs. of elementary
D. 0-7 yrs. of elementary



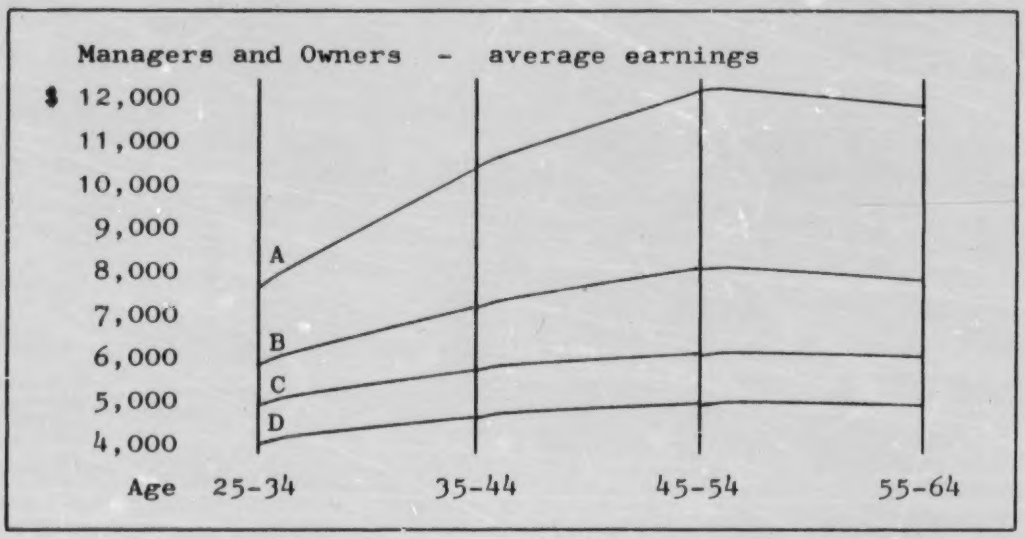




444

Jobs, cont.

A. 4 yrs. of college
B. 4 yrs. of high school
C. 8 yrs. of elementary
D. 0-7 yrs. of elementary



TRAINING AND EDUCATION

Mark each statement either true (T) or false (F).

_____ 1. The highest average earnings of any group were those of managers and owners in the 45-54 age range with four years of college.

_____ 2. The lowest average earnings were paid to laborers in the 25-34 age range with 0-7 years of elementary education.

_____ 3. Office workers in the age range 35-44 with four years of high school earned more than machinists in the same education and age groups.

_____ 4. In all job and age groups, workers with more education had higher average earnings.

_____ 5. The lowest average earnings of college graduates were those of office workers in the 35-44 age range.

CHANGING TRENDS

#174

What kinds of jobs will there be for young people just out of high school? What kind of education and training will prepare young people for these jobs? How much money will the different jobs pay?

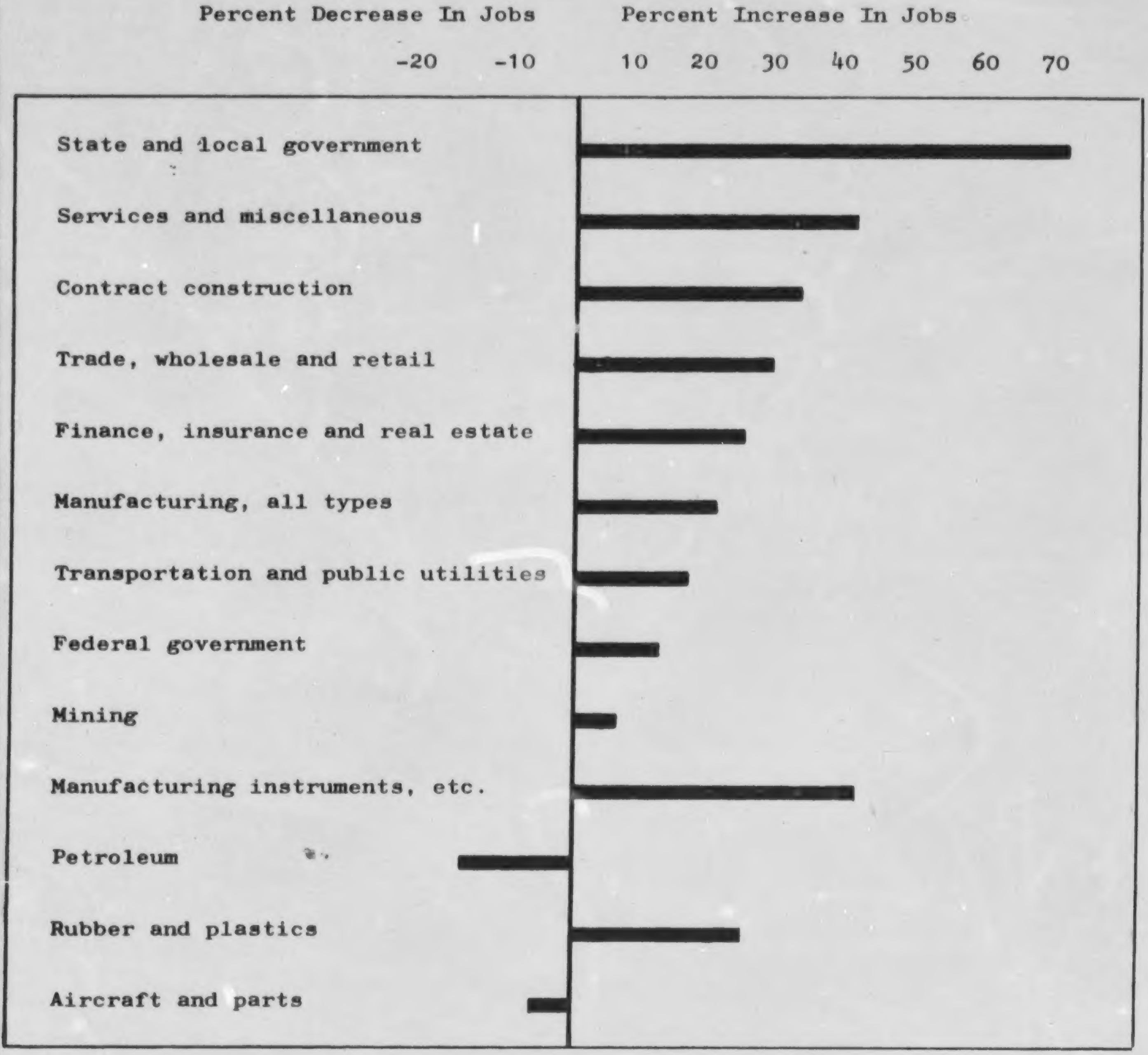
Three trends seem clear. First, there will be a sharp change from jobs that produce goods to jobs that supply services. Second, more education and more skill will be required. Third, the better-paying jobs will be those that require more education and training.

The major reason for the first trend is that machines are taking over many manufacturing jobs that people used to do. This means that there will be fewer jobs in the manufacture of goods like airplanes and petroleum products. At the same time, however, there will be an increase in service jobs, service professions, such as nursing, teaching, and law, will need many more workers. There will also be more jobs for salesmen, office workers, and television and other equipment service workers.

To learn more about the changing trends in work, study the graph that follows and then do the exercise.

Changing Trends, cont.

CHANGING PATTERN OF JOBS: 1964 - 1975



CHANGING TRENDS

Exercise:

1. The largest percent increase in jobs will be in (state and local government) workers.

2. The third largest percent increase in jobs will be in (manufacturing instruments).

3. The smallest percent increase in jobs will be in (mining).

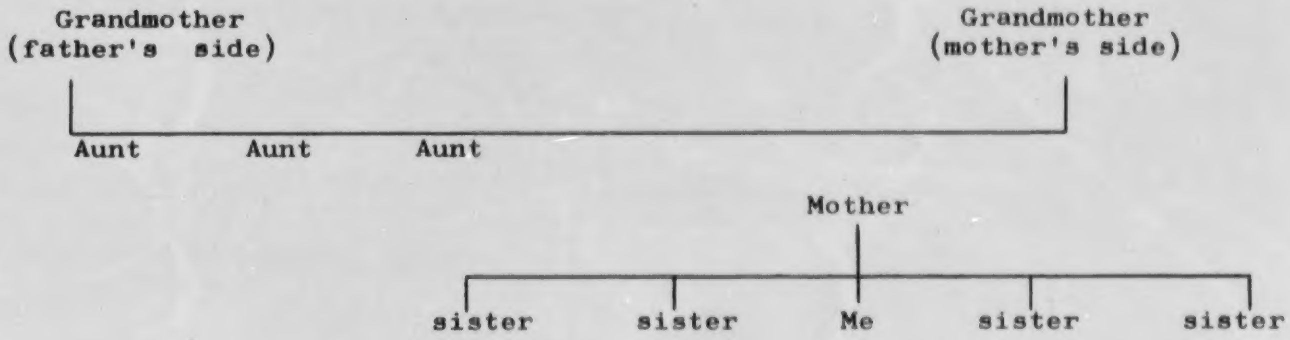
4. Jobs in petroleum industries will [increase or decrease] (decrease).

5. Jobs in rubber and plastic manufacturing will [increase or decrease] (increase).

TRENDS OF WOMEN WORKERS IN YOUR FAMILY

#175

FAMILY TREE


Grandmother (father's side)
Grandmother (mother's side)
Aunt
Aunt
Aunt
Mother
sister
sister
Me
sister
sister

Trace your family tree and the women that worked. See if you notice a trend for women workers.*

Example:

Grandmother = did not have a job
Mother = worked before marriage
Aunts (5) = 3 worked before marriage
1 worked after marriage
1 worked before and after marriage
Sisters (3) = 1 married and not working
1 working now and planning to work after marriage
1 working part-time and attending school

* It is very important to emphasize to the students the dual role that many of them will have to play, that is, a working woman and a housewife. Ask students, "How will you handle the dual role you will have to play?"

THE WORKING MOTHER

Have class members assume that the wife had to work outside the home....no choice! Have each one identify at least one major problem.

Also, have each student list the advanages of having the mother working for wages. Do the same for disadvantages.

Examine together in class, the contributions a student might make toward family expenses by working within the home, even though he or she has had limited work experience elsewhere.

Have students briefly review information from publications of the Labor Department and related resources, about working women; numbers, kinds of jobs, income, trends, etc.

Ask students to help arrange for a panel of mothers, or mothers and fathers to present to the class their ideas, based on experiences, regarding employed wives and mothers, both full and part time, vs. non-employed mothers.

TRANSPARENCY ON CAREER PATTERNS #176

Note To Teachers:

Studies have shown that most girls visualize a career pattern for themselves like the one at the bottom of the transparency - one which lasts only until marriage. This may help to explain why so many girls - and their parents - see career training as less important for girls than for boys. There is a feeling that any type of work will do, since the girl is only going to hold a job for a few years. Yet, we find many women still working today in entry-level-jobs, which they had regarded as only "temporary" when they began working 20 years ago. They found it necessary or desirable to keep working but they aren't trained for any other kinds of work.

How to use this transparency: (for effectiveness, uncover each part of the transparency as it is discussed).

1. Define "career pattern": In this case, "career pattern" is a picture of the work life of an individual. It shows, in a very general way, the length of this work life and also whether it is continuous or interrupted.

2. Typical career pattern (men): How long do men generally plan to work?
   Until reaching retirement age; usually from late teens or early 20's until the 60's without a major interruption.
   What kinds of interruptions may occur?
   Military service, changing jobs, re-training, job lay-off.

3. Girls' expectation of career:

   How many girls know of someone who plans to work only until marriage?

   How many girls believe this will be their career pattern? What kinds of career patterns do these persons have?

4. Typical career patterns (women):
   These are examples of career patterns women actually have:

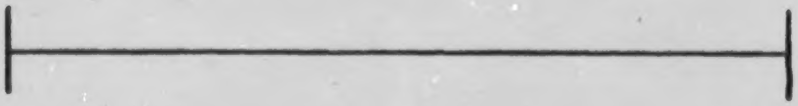
   a. Resembling the career pattern for men, with only minor interruptions.

   b. Extending over many years, perhaps to retirement age, with one or more long interruptions, such as while children are of pre-school age.

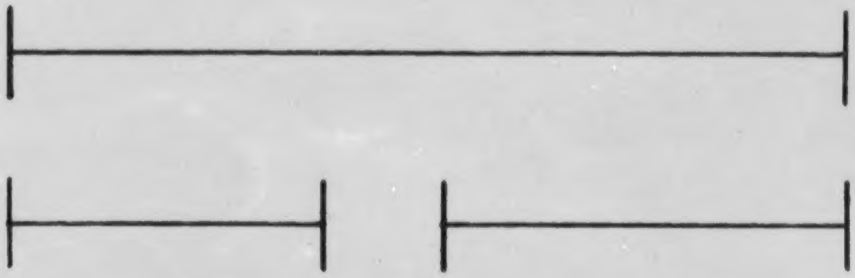
How many women do students know who fit either of these career patterns?
At this point, a discussion might be developed around the theme, why career patterns for women are like those shown and not like girls' expectations of career. (i.e. - what are the reasons women work outside the home?)

Transparency On Career Patterns, cont.

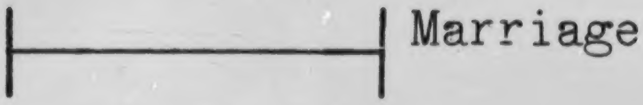
Typical career pattern (men)



Typical career pattern (women)



Girls' expectation of career



CHANGING ROLES OF MEN AND WOMEN

#177

Objectives:

To recognize - and enable students to recognize - the altered roles for men and women in our culture.

To prepare students to face and accept the changing conditions in our culture. It is hoped that such a confrontation will facilitate the students' abilities to plan their futures to cope best with the world in which they are to live as adults.

To open students' minds to opportunities which have probably not occurred to them before. Many people still think in terms of the older division of labor by sex. At home a student may not be encouraged to think about new ideas and try new opportunities.

For some students this area is delicate. Perhaps it is also true for some adults. There are many people who do not wish to acknowledge that these changes are occurring. It is important for teenagers to learn that boys and girls can be interested in any career they really want to pursue without feeling a stigma because "boys are never seamstresses" or "girls are never plumbers." That change is occurring can easily be illustrated. For example, in the '20s most high school teachers were women. Now they are more likely to be men. It is also important to recognize that social customs are changing the male-female life roles. No longer is it true that girls do all the cooking at home and only boys wash cars.

How the acknowledgement of the new freedoms for boys and girls is accomplished will depend on the particular school situation.

SUGGESTED PROCEDURES

1. A small group discussion may be utilized with the topic formally presented by a leader, followed by an opportunity for the group to discuss the problem as they see it.

2. An individual student, who is timid about his vocational choice, may be stimulated to ask for a group discussion by reading "Changing Roles of Men and Women, What It Means To Youth." (Published by American Guidance Service).

3. A bulletin board can be devoted to the many articles and pictures in the news media which show the changes in life patterns.

4. Individual investigations of the many factors affecting the changing relationships between men and women can be combined in a panel discussion or report day. The effect of the machine on manual labor, the effect of the machine on the home, the industrial revolution, and the extended leisure are examples of subjects which could be investigated.

5. Unusual careers for men and women can be investigated and presented to the entire group.

6. The difficulties of growing up to be a man in today's world with its attendant conflicts and competition can be discussed. This discussion can lead into the relative difficulties of growing up to be a woman - the contrasts and similarities can be expressed, dramatized, or presented in written form.

7. Role playing can be utilized to present the changes in society. Scenes could be presented showing the great-grandparents, grandparents, parents, and the present generation all in the same setting.
   For example, providing a wool dress or suit could show the approaches from:

   a. Great-grandfather shearing the sheep and great-grandmother spinning the wool.

   b. Grandfather earning some money - bringing home the cash, and grandmother purchasing woven fabric in the country store - on sale.

   c. Father and mother discussing a budget and mother or father purchasing the ready-made garment.

   d. Since our youth are very creative, they can have fun showing how their generation handles the problem. Some suggestions are:

      buying in a Salvation Army store,

      buying mill ends,

      buying ready-mades in an exclusive store,

      or a boy earns his own and a girl earns her own and go off separately to purchase their preferences.

8. A teacher with an assignment in extra curricular duties is often in a position to encourage a group discussion among the participating students.
   Often students stay after play practice or a club meeting, and some very important learning may occur at this time. A teacher who has made advance preparation can stimulate real growth in these situations.

9. Students can prepare a project on the growing inclusion of women in many vocations. What is changing in society to create this new vocational awareness of women?

WHAT DO PEOPLE DO WHEN THEY'RE OFF WORK?

#178

Write a story or draw a picture to show one worker and what he does at work and at leisure. (It might help to imagine that you are that worker and show what kinds of leisure activities you would like to do.)

Be sure that you choose work and leisure activities that go together. You might consider:

1. The best time of day for the leisure activity and the work hours of your job.

2. What the leisure activity costs and what is earned on the job.

3. How much energy the leisure activity and work use up.

HOBBIES - HOBBIES - HOBBIES

#179

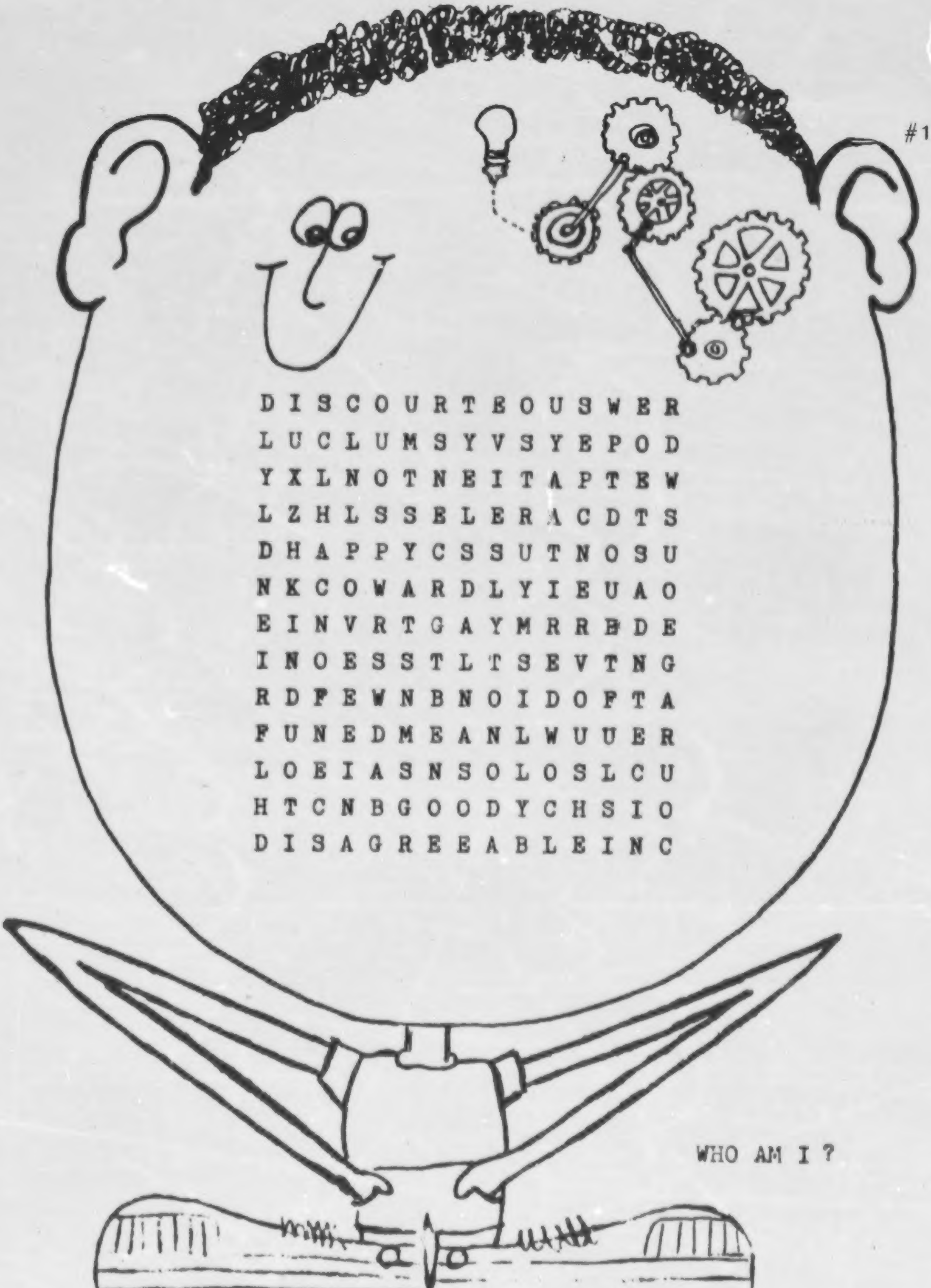
Refer to Community Resource Guide.

The Vale Middle School has made an effort to contact all the people in the community seeking information not only on their occupations, but also their use of leisure time. The people contacted were also asked to indicate their willingness to either speak at school or host a field trip. Have a few people with appropriate hobbies come to the school and talk to the class with an emphasis on how those hobbies could be utilized in acquiring a job. After the visitation have students choose hobbies from a hat and chart the possibilities of various job opportunities.

LEISURE TIME AND OCCUPATIONS #180

Have the class make a composite list of their hobbies and leisure interests. Students should then be asked to analyze their interests and hobbies as to whether they are predominantly concerned with data, people or things. Now have the students make a list of occupations which require the skills and interests reflected in the hobbies listed.

#181



D I S C O U R T E O U S W E R
L U C L U M S Y V S Y E P O D
Y X L N O T N E I T A P T E W
L Z H L S S E L E R A C D T S
D H A P P Y C S S U T N O S U
N K C O W A R D L Y I E U A O
E I N V R T G A Y M R R B D E
I N O E S S T L T S E V T N G
R D F E W N B N O I D O F T A
F U N E D M E A N L W U U E R
L O E I A S N S O L O S L C U
H T C N B G O O D Y C H S I O
D I S A G R E E A B L E I N C

WHO AM I ?

Somewhere mixed up in all the letters in the puzzle at the right are 26 adjectives that describe various kinds of people. After you find them, see which one best suits you.

ANSWER: WHO AM I PUZZLE

disagreeable
dull
silly
clumsy
careless
courteous
tired
bad
sweet
absentminded
gay
happy
friendly
patient
cowardly
nervous
mean
discourteous
courageous
sad
dopey
careful
doubtful
honest
good
kind
nice

After you have finished the puzzle find or draw five pictures that describe you as a person.

This is a good warm-up activity which can reveal some personal insights.

On a small piece of paper, students can record a secret about themselves. These are to be placed in a hat which is passed around the room. Each student then reads the secret he draws as if it were his own.

"THIS IS ME" #182

1. Students will make a collage, poster, or scrapbook of pictures from magazines and possibly snapshots to illustrate interests and abilities.

   Have students look through old magazines for pictures of people or things that would illustrate their hobbies, interests, skills and things they would like to be able to do.

   Poster captions might include:

   a. Things I like to do.
   b. My hobby (hobbies).
   c. Things I do well.
   d. Things I would like to do.
   e. Some jobs I would like to have.

2. Students might try to guess which poster or scrapbook belongs to each other.

THE INSIDE ME VS. THE OUTSIDE ME #183

Materials:

1. At least one magazine for every student. Magazines like Life, Ladies Home Journal, and others that have lots of pictures and ads are best.
2. Scissors if possible.
3. Glue or scotch tape for every 2-3 students.
4. A large sheet (18 x 24) of construction paper or butcher paper for each student.

Procedure: (probably a 2-day activity.)

Day 1:
Hand out one magazine per student.
Give each student his sheet of large paper. Ask him to fold it in half.

1. You are to go through your magazine and cut out or tear out pictures or words that you think show you as other people think you are. Your pictures may be symbolic. For example, if you think people see you as quiet and shy you might cut out a picture of a mouse or a picture of someone sitting alone. Feel free to trade magazines with students near you if you finish your magazine. (Allow about 20 minutes.) When the teacher calls time glue your pictures on the outside of the folded paper. Do not glue on the inside of the paper.
2. Now look through the magazine again and find pictures that represent you as you think you really are. These pictures will be glued on the inside of your folder. Do you see that the folder represents the inside you and the outside you? The pictures on the inside may be very different from those on the outside. For example, you might feel that people see you to be "stuck-up" but you see yourself as shy so that when you ignore people it is because you are afraid to say anything - not because you think you are too good for them. So your outside pictures might show a snob but the inside pictures would show a "mouse." (Allow another 20 minutes.)
   NOTE: Students might want to take these home to finish.

Day 2:
Assign students to small groups of about six students. Each student in turn will tell the group about the outside of his folder. He should describe what his pictures mean, why he chose them, etc. He should express to the group whether he thinks how he is seen by others is a true picture of himself. He may show parts of his inside self to the group if he wants to, but that is his choice to make. The group then should give each student feedback on what he has said. Do they see him as he says they do? Did some of the things he said help them to better understand him as a person? (The teacher's role should be as facilitator - -keeping things going, moving from group to group.

After this exercise you might ask students to complete these sentences on a sheet of paper to hand in:

This exercise made me feel ____________________. I wish we _____________

_____________________. I learned that ________________________________.

YOUR ACADEMIC ABILITIES

#184

Academic abilities are mental abilities that you are likely to be tested on in school. How you use the amount and kind of academic abilities you have is especially important in getting along well in school. You may have high academic abilities and generally get high grades in most of your subjects. On the other hand, it may be that you have lower academic abilities than one of your classmates but, because you work hard and really want to do well, you are able to get better grades. Perhaps you do well in some subjects but have trouble with others. You might do very well in math and science, for example, and have a hard time learning English or history.

Some of the specific academic abilities you are likely to be tested on in school include verbal reasoning, perception, number ability, abstract reasoning, and spatial relations.

VERBAL REASONING - Verbal reasoning ability is the ability to understand ideas that are expressed in words. When you read a textbook to get certain information out of it, you are using verbal reasoning. You are using it too, when you listen to a teacher and understand what he is saying to you. If you are high in this ability, you should enjoy reading and be able to express yourself well in writing and speaking. Here is a sample taken from a test in verbal meaning:

Underline the word in each line that means the same as the first word in that line.

BIG	fair	large	down	sour
ANCIENT	dry	long	happy	old
QUIET	blue	still	tense	watery
SAFE	secure	loyal	passive	young

NUMBER FACILITY - Number facility is the ability to work with figures and to calculate simple problems rapidly and accurately. It helps you to add, subtract, divide, and multiply easily and to understand math symbols and formulas. Here are samples taken from a test in number facility:

19 + 99 = 98 108 109 118 119

$\frac{1}{2} + \frac{1}{2} =$ $\frac{1}{8}$ $\frac{1}{4}$ $\frac{1}{2}$ 1 2

16X99 = 154 1584 1614 15,084 150,084

How do you write in numbers: Eleven thousand and eleven?

111 1111 11,011 110,011 111,011

Your Academic Abilities, cont.

REASONING ABILITY - Reasoning ability is the ability to solve problems, to think ahead to what might happen and plan accordingly, to figure things out on the basis of past experiences. Here are samples adapted from a test in reasoning ability:

Circle the letter that follows the last letter in the row.

fghijkl	c	d	e	f	g
abcabdabeab	b	c	d	e	f
ambanbaobapba	m	o	o	q	r

Underline the word in each line that does not belong.

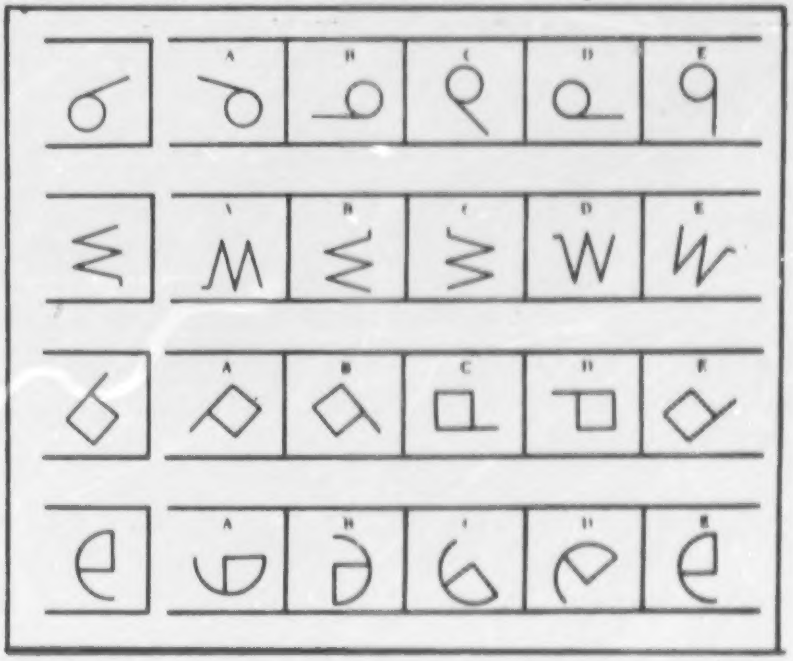
red	yellow	heavy	green	blue
sled	shoes	hat	gloves	socks
sing	speak	whistle	hear	hum
grape	pear	carrot	apple	orange

Circle the number that follows the last number in the row.

10 11 12 13 14	15	16	17	18	19
1 3 5 7 9 11	11	12	13	14	15
1 4 3 2 5 4 3 6 5	3	4	5	6	7
1 2 3 4 1 2 3 5 1 2 3 6 1 2 3	4	5	6	7	8

SPATIAL RELATIONS - Spatial relations ability is the ability to see the relation of one object to another in space and to figure out how an object would look if its position were changed. (This ability is used, for example, when you work a jigsaw puzzle. You look at a hole in the puzzle and try to find a piece that looks as if it would fit.) On this page is a sample taken from a test in spatial relations:

Circle the figures that are the same as the first one in the row. Remember that there may be more than one correct answer and that some of the correct figures may be rotated to various positions.



Your Academic Abilities, cont.

ACADEMIC ABILITIES AND IQ TESTS - You have probably taken an IQ test in grade school or junior high. Also, you probably know that IQ stands for intelligence quotient and is described as a measure of your academic ability. You may have been told that you have a high or a low IQ. Actually, a person obtains a high or low IQ score on a test; it would be possible to receive a different score on another test. If you think that you have a low IQ, you perhaps also think you could never do well in school. However, if you aren't familiar with items used or if you are upset about something when you take an IQ test, you may get a low score. If you received a high IQ score but have trouble learning in class, it may be because it is hard for you to concentrate on your classwork. Also, if a specific subject is especially difficult, it could be that you have less aptitude for that subject than for others. Thus an IQ test is not a perfect, unchangeable measure of your academic abilities.

WHAT CAN YOU DO? - If you have been having considerable difficulty with a subject, perhaps you can ask your teacher to help you. Try not to take the attitude that it is completely beyond your ability to do well. If you and your teacher can identify your specific area of difficulty, perhaps he can suggest ways to overcome that difficulty. You will benefit all your life from making an effort now to develop your academic abilities.

DEFINITIONS OF APTITUDES

GENERAL LEARNING ABILITY - The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.

VERBAL - Ability to understand meanings of words and ideas associated with them, and to use them effectively. To comprehend language, to understand relationships between words, and to understand meanings of whole sentences and paragraphs. To present information or ideas clearly.

NUMERICAL - Ability to perform arithmetic operations quickly and accurately.

SPATIAL - Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems - Frequently described as the ability to "visualize" objects of two or three dimensions or to think visually of geometric forms.

FORM PERCEPTION - Ability to perceive pertinent detail in objects or in pictorial or graphic material. To make visual comparisions and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

CLERICAL PERCEPTION - Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

MOTOR COORDINATION - Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

FINGER DEXTERITY - Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.

MANUAL DEXTERITY - Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

#185

TROUBLE WITH THE BOSS

(What Would You Do?)

There are good bosses, so-so bosses, and zilch bosses. Your group is to decide what you would do under the following situations. Your leader should make a list of some of the things to consider when making your decision.

1. You are a good biology teacher in a high school. It is your first year of teaching. It becomes apparent to you that the vice-principal does not like you in January. He often drops in and then criticizes what you are doing, and says that you have "lots of room for improvement." You feel that you are doing a good job, and the students seem to be on your side. You are single, and feel no particular attachment for the area you live in, even though you like the students and have friends in the community. There is only one senior high school in this town. What would you do?

2. After graduating from high school you have a job with a local newspaper. After working for 4 years under a great boss, you are promoted to the news department, and the boss is bad news. There is a conflict of personalities, and it is very obvious that you will get nowhere working under this tyrant. You have received much knowledge from your previous 4 years on the job, and would like to stay in the community, but there is only one newspaper, and your future in the news department seems dim. You will probably get the worst assignments, and grow to hate your job. Like many newspaper jobs, the pay is not great, but the work can be interesting. What would you do?

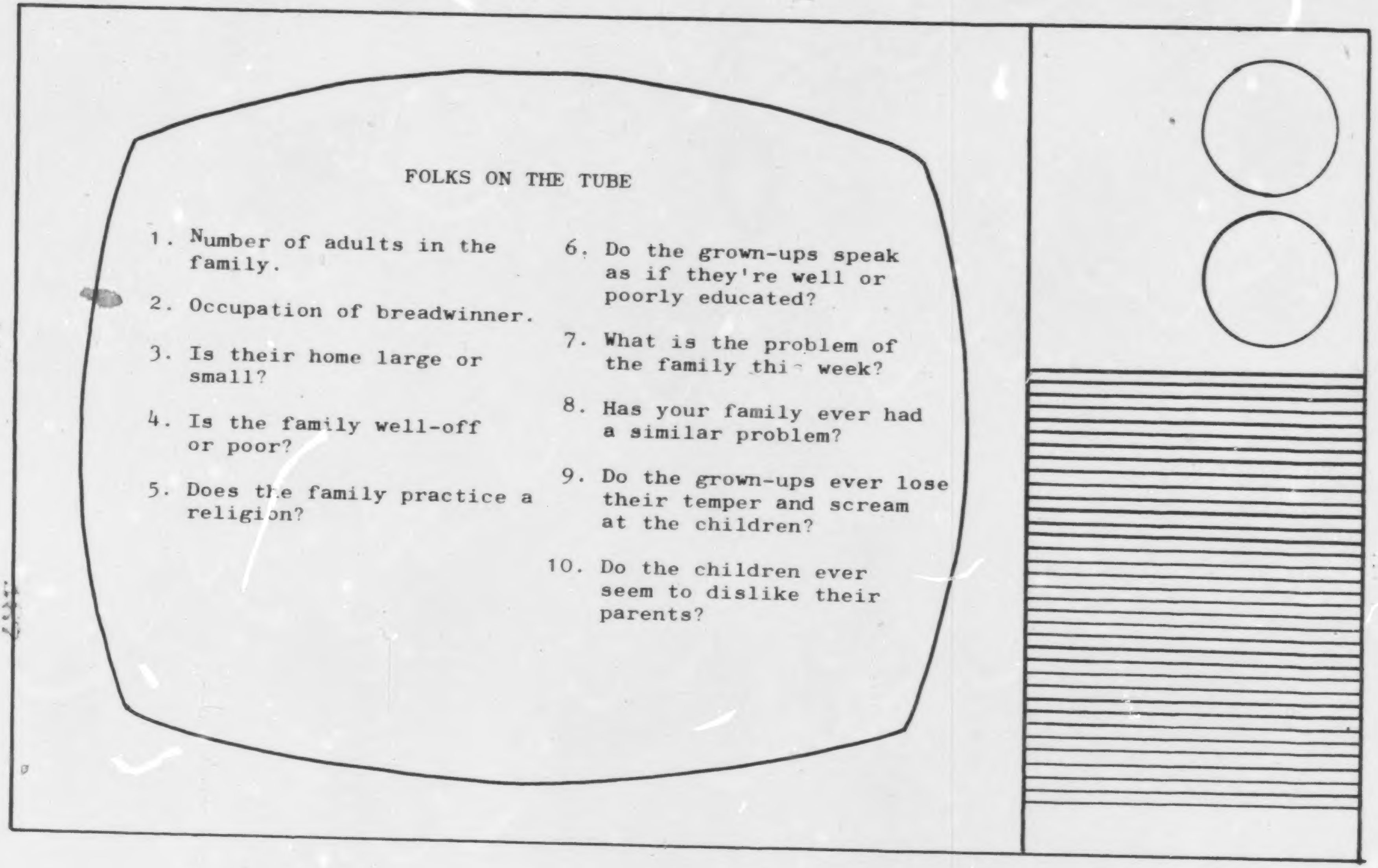
3. You are a college graduate with three years on a job working as a sales engineer making $14,000 per year. Your boss, who you like and get along with is promoted, and the new boss is a believer that his sales engineers need to travel more. Suddenly you are gone all of the time out of town. You are single, but you still get tired of traveling so much. You find out that a new job is available, but pays less money with less traveling, but you would have to move to another city. It is a similar job so you would be good at it. What would you do?

4. You are the vice-president of a lumber mill, and are looking forward to being president of the company. When the presidency is available the retiring president brings in an outside man to fill his chair. It is apparent to you that you have been passed over, and will never make it to the top. A new job is available in another lumber mill, but it is a lower job than you now have; however, you feel that you have the chance to make it to the top with hard work. This job would enable you to live in your same house. Should you take the new job?

5. You work in a bank, and your bosses change. Even though you like the new boss as a person, he expects more work from his loyal employees, and you realize that you will have to put in extra time on your job with no immediate pay raise to satisfy his exacting requirements. You are married, and your husband/wife is complaining that you will be home less under the new setup. However, you realize that if the new boss has his way he will increase the pay eventually for his employees that are willing to put in the additional time. You can always change jobs to another bank, but that would involve starting from the lowest job again. What would you do?

#186

Directions: On a separate sheet of paper make three columns, and at the top of each write the name of a family-type TV program you watch. Then under each column supply the information requested below.



FOLKS ON THE TUBE

1. Number of adults in the family.
2. Occupation of breadwinner.
3. Is their home large or small?
4. Is the family well-off or poor?
5. Does the family practice a religion?
6. Do the grown-ups speak as if they're well or poorly educated?
7. What is the problem of the family this week?
8. Has your family ever had a similar problem?
9. Do the grown-ups ever lose their temper and scream at the children?
10. Do the children ever seem to dislike their parents?

JOB OPINION POLL #187

DIRECTIONS: This opinion poll is concerned with your feelings about working situations. Check those statements with which you tend to agree in the first column, those with which you disagree in the second column.

	Agree	Disagree
1. Pay is the most important consideration when deciding on a job.	______	______
2. If a typist gets her required work done ahead of time, she should be able to leave the office early.	______	______
3. Being an "eager beaver" is the way to succeed on a job.	______	______
4. Supervisors have the right to criticize employees about their clothes.	______	______
5. Salespeople should be allowed to chew gum if they enjoy it.	______	______
6. It takes careful planning to be punctual.	______	______
7. Wearing metal hair clips to work is considered poor grooming.	______	______
8. One should attempt to establish close relationships with co-workers early in employment.	______	______
9. It should be permissible to make personal phone calls if work slackens.	______	______
10. A worker's criticism of a superior is harmless, providing it is done in private.	______	______
11. Employees have the right to talk back to their superiors whenever they feel they have been treated unjustly.	______	______
12. Employees should be able to have inexpensive business supplies for personal use without feeling guilty.	______	______
13. Getting along well with people is just as important as the ability to do a job well.	______	______
14. Failure to notify an employer when absent from work is a major offense.	______	______

Job Opinions Poll, cont.

	Agree	Disagree
15. Griping is a harmless way of getting rid of unhealthy emotions.	______	______
16. Most jobs are boring.	______	______
17. During periods when work slackens it is wise to "look busy".	______	______
18. Education and training are over-estimated by employers.	______	______
19. Workers should not attempt to do something unless they are specifically told to do so.	______	______
20. The employer has the right to tell his employees how to dress and wear their hair	______	______

LOOK TO THE FUTURE

#188

Develop a mock T.V. show comparing past, present, and future jobs. In preparation have students discover grand parents or relatives occupations that do not now exist. Discuss also with parents or friend what occupational changes have taken place in your parents' field of occupations? Also, discuss with friends what jobs they predict will be available in the future that now do not exist.

As additional research contact local businesses and the state employment agency for types of jobs offered, number employed in each, location of each, and whether that occupation appears to be overcrowded.

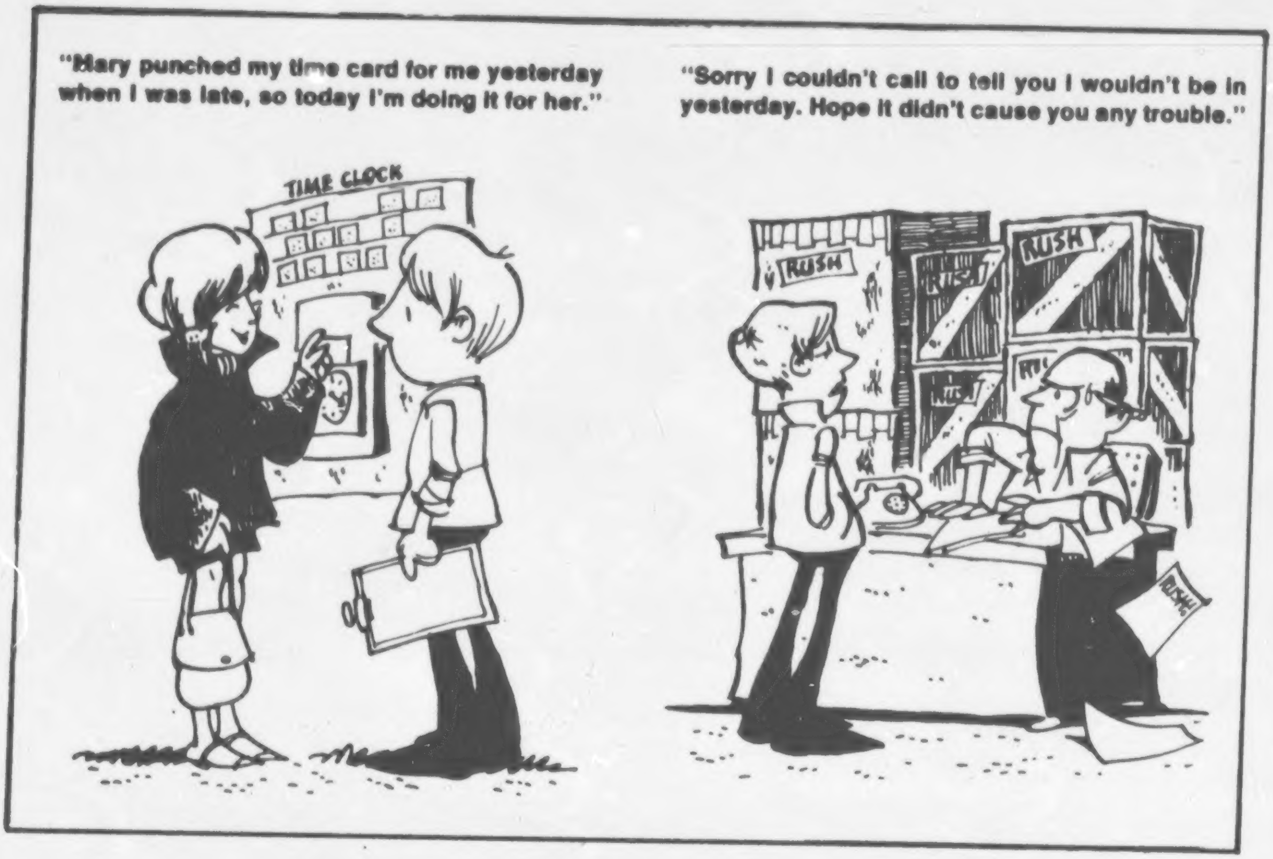
As a follow-up after above activity, have the students analyze five jobs on these points:

1. Name of occupation
2. What is the nature of the work?
3. What is the number and distribution of workers?
4. What qualifications and preparations are needed?
5. What are the methods of entering the job?
6. What are career advancement possibilities?
7. What is the employment outlook?
8. What will be the earnings?
9. What are the working conditions?
10. What are the social factors you would enjoy?
11. What equipment will you be required to purchase?

Be There - Be On Time #189

Discuss the following:

1. Why do you think attendance and promptness is stressed in school?
2. How many times have you been absent when you really wouldn't have had to have been gone.
3. How many times have you been tardy for no real reason?
4. Do you realize that one of the first things many employees look at is your school attendance record when you apply for a job.



"Mary punched my time card for me yesterday when I was late, so today I'm doing it for her."

"Sorry I couldn't call to tell you I wouldn't be in yesterday. Hope it didn't cause you any trouble."

ABSENCE ON THE JOB

1. How many days have you been absent this semester?

____

2. What were your reasons for absence?___________________________

____

3. If you earned $1.60 an hour, and were absent for an 8 hour day, how much would you:

   a. Lose in a day?______________________

   b. Have lost for the semester so far?_____________________

4. If you were an employer, how would you feel about people who were absent from work very often?

____

____

____

5. Could your attendance record be improved?______________________

____

Signature___________________________________

GUIDELINES FOR THE JOB SEEKER

#190

Here is a list of some of the questions that definitely should be answered before anyone decides on a job for themselves. For example, the first thing to ask might be "What are the duties of the job?" to make sure you like the work. Next, you might ask do you meet the requirements for the job? What are they? Are the earnings what you expected? Do you need more education than you are willing to get? Do you need to be able to run certain kinds of equipment? These are some things to think about when you consider a job. Below are more such questions:

1. What are the duties of the job?
2. What are the working conditions?
3. Are there any training requirements?
4. What are the earnings?
5. How much education is needed?
6. What kind of equipment would you work with (if any)?
7. Is the work usually done by a man, or a woman?
8. Do workers wear uniforms?
9. How many hours in a work day?
10. Would the job require the worker to travel?
11. What about vacations?
12. Will the work involve people?
13. Is the work physically strenuous?
14. Will the worker's weekends be free?
15. Does the worker provide his own tools?
16. Could the work be done part time?
17. What are the possibilities of advancement?
18. What is the importance of the job?
19. How good are chances of getting a job in this field?
20. What are related careers to this job?
21. What high school courses would best prepare a person for this job?
22. Where could I get information about this job?
23. How does a person get started in this job?
24. Is the work done inside or outside?
25. Is experience necessary to obtain the job?

Guidelines for the Job Seeker, cont.

26. Does the job involve working with the hands?
27. Is there a chance of being transferred to other cities to keep the job?
28. Is there a possibility of night work?
29. Is the work area noisy?
30. Would the job require involvement with people's personal problems?
31. Does the job require mental or physical work mostly?
32. Is there any risk or danger involved in this job?
33. Is the worker insured against accidents?
34. Will workers get paid holidays off from work?
35. Do workers get sick leave?
36. Where can the worker get the education he needs?
37. Is it unionized?
38. Is there much overtime work?
39. Is the worker insured?
40. Does the company have a medical or dental plan?
41. Are there company activities for workers like picnics, bowling, etc?
42. Do they have a profit-sharing plan?
43. Do you have to be a certain height or weight?
44. Is the work seasonal?
45. What is the history of the company you want to work for?

Divide the students into small groups with an employer and two or three applicants for a job. Take a few minutes for the employer to choose a job and research the requirements. Next let the employer interview the two or three applicants. When finished have them discuss whether a job would have been offered by the employer and why, plus whether the job would have been accepted and why.

APPENDIX B

FILMS

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
1.	Growing Pains 13 minute color A lecture of flowers just isn't enough to explain the complexities of adolescence. Bill stops the class to demand some honest answers. Other young people join him. Adolescents ask about sexuality, masterbation, dating and love.	Baker Co. IED	j-h
2.	Masculine Or Feminine: Your Role In Society 18½ minute color An in-depth study of today's changing attitudes. What is the man's role in the home? What about the woman in business? Conflicting viewpoints on many levels and on various aspects of male-female identification are expressed in this powerful film.	Baker Co. IED	h
3.	Peace Is Our Profession 20 minute color In a residential neighborhood a group of young people witness what appears to them to be an example of police harassment, when they see one of their friends being stopped and searched - "for no reason at all........"	Baker Co. IED	j-h
4.	Why We Respect the Law 13½ minute b/w Respect for the law is developed by a realization that law represents accumulated wisdom, that is in harmony with laws of nature, and that it is necessary to prevent trouble.	Malheur Co. IED	j-h-a
5.	Are Manners Important 11 minute b/w Designed to stimulate thought and provide discussion about this important subject, the film reveals that good manners enable people to live together in a pleasant, enjoyable way.	Malheur Co. IED	i-j
6.	Belonging To the Group 16 minute b/w The importance of belonging to a group, whether in school, at work, or in the community. Gives examples.	Malheur Co. IED	j-h-a
7.	Your Study Methods Effective methods result from thinking about assignment, considering its requirements and its purpose, and working in a systematic way. Discuss various study skills.	Union Co. IED	I

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
8.	Finding A Friend Finds the only worthwhile relationship is with a person who wants to be friends with you.	Union Co.IED	p. i
9.	Guidance For the 70's: Kids, Parents, Pressures Identify pressures and tensions that confront teens. Learn to work out positive ways of improving.	Union Co.IED	j-s
10.	Anatomy of A Teen-Age Engagement Engagement is a time of intense communication and adjustment. As Dave and Vickie become more aware of each other's personalities, emotional habits and physical drives, they begin to have second thoughts about getting married. Their problems illustrate the self-examination and doubt.	Baker Co.IED	h
11.	Bill of Rights In Action: Equal Opportunity No area has presented more complex problems than the achievement of economic equality between races. In this film, a black factory worker has been promoted over a white, even though the white has seniority. The white protests. The case is argued in depth before an arbitrator and the film is left open-ended.	Baker Co.IED	j-h
12.	It Happens 25 minute color Forty percent of all out of wedlock pregnancies are among teenagers. "It Happens," tells the story of a young high school couple who are suddenly faced with responsibilities and decisions they are not prepared to make. The alternatives of what to do are posed in this informative and open-ended film.	Baker Co.IED	j-h
13.	Who Needs You? 11 minute color Rudy, who is from a Mexican-American background, sees how to view his "difference" as an asset. As they identify with Rudy, viewers will have an opportunity to realize that each one of us is unique, and to consider how to use their individuality constructively. The film concludes with an open-ending, designed to evoke discussion.	Baker Co.IED	i-j-h

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
14.	Personality And Emotions Gives overview of the development of emotions from infancy through early childhood, and implies that emotional maturity is a desirable goal in the development of personality	Union Co. IED	j-h-c
15.	Am I Dependable? 11 minute color Examines three open-ended situations in which dependability is important: doing a job, giving information, and using good judgment. Each situation has two endings and the viewer is asked to decide among the varying degree of dependability.	Malheur Co. IED	i-j
16.	Homework And Study Habits Film suggests that wise planning of time after school will provide opportunity for play as well as homework.	Union Co.IED	i
17.	Guidance For the 70's: Self Esteem How student sees self. What is self-image of your abilities? What is self-image?	Union Co.IED	e-j-c-a
18.	How To Study 11 minute color Methods of organizing work and time, reading with a purpose and knowing the proper way to locate information are discussed.	Union Co.IED	j-h
19.	The Hangman Message - we are all responsible humans - and one day liable to answer for it.	Union Co.IED	h-c-a
20.	Guidance For the 70's: Who Is Responsible What keeps me from getting what I want? Who makes me do what I do?	Union Co.IED	j-s-c-a
21.	Learning From Disappointments Discover that disappointments can be worthwhile and useful experiences. Ways of overcoming disappointments in various ways - through good sportsmanship, by choosing another goal, and by trying again in a different way.	Union Co.IED	i

5

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
22.	Right And Wrong: What's In Between Considers the moral and logical aspects of right and wrong. Discuss what is the truth and what is falsehood.	Union Co.IED	p-i-j
23.	Bill Cosby On Prejudice 25 minute color There's nothing funny about prejudice. And in one long, jolting monologue, Bill Cosby, portraying America's composite bigot, drives this point home in no uncertain terms. No minority or majority group is left out. A catalyst for serious thought and discussion that leads to honest examination of attitudes.	Baker Co.IED	h
24.	Black And White - Uptight 35 minute color The myths that perpetrate prejudice against Negroes in our society and the subtle ways hate is learned are explored in this film.	Baker Co.IED	j-h
25.	Just Like You 6 minute color This film tells of man's feelings, his concerns, his quest for understanding and help. It tells of love of life, love of mankind, love of country. We are more alike than different. It asks, "are we going to live in this land and build in this land together?"	Baker Co.IED	i-j-h
26.	Forgive And Forget 11 minute color When Pete, in spite of repeated promises, refuses to let Ben into his chicken pen, they quarrel and part in anger. The senselessness of their argument is felt almost immediately, and the boys are soon united by each one's realization of his need for the other. In this realistic, sensitive story there are aspects of behavior which occur in all children's sympathy.	Baker Co.IED	p-i-j-h
27.	Who Needs Rules 11 minute color The debate rages as to whether we need more or fewer rules in our society. This film examines two sets of rules and raises questions about the consequences an individual must face when rules are broken. "The Shaggy Puppy Story," concerns a stray dog that Connie and Steve want to keep, but their apartment has a rule against pets. In the second episode, to fight or not to fight is the issue when Billy and Craig meet each other on the school play ground.	Baker Co.IED	i-j

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
28.	Dropout Open-ended. Teacher helps sixth grader discover value of education.	Union Co.IED	j-h-c
29.	The Dead Bird Theme of story lends itself to naturalness of death. Leads to appraisal of the essential values in living.	Union Co.IED	p-j
30.	Barbara Girl who learns that extremist individualism is as foolish as blind conformity.	Union Co.IED	i-j-s
31.	To Tell Or Not To Tell 7 minute color During an important test, one of the girls taking the exam sees the class president cheating. The film brings up the girl's reluctance to tell the teacher and what action she should take.	Malheur Co. IED	i-j-h
32.	Inner Circle 11 minute color A new girl is voted into the social organization in her high school similar to a sorority. However, her first get-together with the club finds that drinking and promiscuity are the norm. She is faced with the problem of lowering her standards and being part of the inner circle, or risking censure and becoming unpopular by dropping out.	Malheur Co. IED	h-a
33.	Where's Your Loyalty 11 minute color In these times of confusion and doubt over loyalty to country and other institutions, this film focuses attention on family and group loyalty. Marcia's dilemma in "The Missing Pills," resolves around the decision to be loyal to her brother or to her father in regard to missing drugs from her father's pharmacy. In "Gang Fight" Rico must decide whether to be loyal to his gang or his school, which is attempting to quell gang fights.	Baker Co.IED	i-j
34.	Stay In School 11 minute color Aimed at the growing number of high school students who are potential or actual dropouts, the film presents strong encouragement to all students to finish high school and pursue further education to insure job opportunities. Career counseling plus professional school programs are mentioned.	Malheur Co. IED	j-h-a

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
35.	Odyssey of A Dropout Low-key portrayal of a boy faced with decision of continuing education or leading a life without hope or meaning.	Union Co.IED	h-c-a
36.	Losers Weepers 29 minute color The dropout problem becomes Tony's problem in "Losers Weepers." But circumstances force him to an awareness of the need to return to school before it's too late.	Baker Co.IED	j-h
37.	You Be the Judge 13 minute color Designed for the 11-14 age group who have not yet hardened into delinquents, and yet are mature enough to understand, this unique film gives the viewers an opportunity to witness three typical cases affecting juveniles, and judge each case through "stop projector" technique. The entire process of arrest, detention and booking, and judging by the court is vividly depicted as the viewer becomes the judge. The final decisions are then shown, after class discussion!	Baker Co.IED	i-j
38.	Make Your Own Decisions 11 minute b/w The skill of making decisions is a pre - requisite to mature successful living.	Malheur Co. IED	j-h
39.	Leo Beuerman 13 minute color This film presents a day in the life of Leo Beuerman who is nearly blind, deaf and crippled and how he is able to lead a successful life to the best of his abilities.	Baker Co.IED	h.
40.	Anatomy of A Teen-Age Courtship 24½ minute color An honest, authentic look at a high school couple reflects the pressures felt by young people at this crucial period in their lives. Dave and Vickie's indecisions about their relationship, their parental problems, and fears about the future emerge in events leading to their engagement.	Baker Co.IED	h
41.	Are You Ready For Marriage Young people discover what it really takes to be ready for marriage.	Union Co.IED	j-h-c

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
42.	The Lemonade Stand; What's Fair 14 minute color Three boys got together and decided to have a lemonade stand. The boys pick the lemons and set the stand up. During the morning no one bought any, so that afternoon one of the boys persuaded a thirsty road crew to come to the stand. When the ball player came back, he felt he should have his share of the money. The story is left open-ended for discussion.	Malheur Co. IED	i-j
43.	What Is A Policeman 12 minute color To instill in young minds the proper respect and admiration for the law and the men whose job it is to enforce the law.	Malheur Co. IED	i-j
44.	Who Cops Out 11 minute color Raises the question of the choices today's adolescents make when faced with the confusion and uncertainty of the teenage years.	Malheur Co. IED	i-j-h
45.	Vandalism: Crime Or Prank? 5 minute color Explores the question of whether vandalism is a crime or prank, and whether or not an adult who witnesses such an act has an obligation to report the matter.	Malheur Co. IED	i-j-h
46.	Vandalism: Why? 11 minute color Some facts of nature's beauty and man-made beauty and facilities destroyed by vandalism. We can each do our part to help stop this deliberate action of destruction, which spoils our entire environment.	Malheur Co. IED	i-j-h
47.	Rock In the Road Discussion of moral and ethical values.	Union Co. IED	p-i-j
48.	Planning Your Career Three basic steps in planning a career: Learning about yourself; learning about vocations which interest you; comparing your own interests and abilities with the requirements of selected vocations.	Union Co. IED	j-h

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
49.	Choosing A Job 12 minute color The many kinds of jobs open in office work. The working conditions, benefits and kinds of people found in organizations of differing sizes and types. Some of the preparation skills, and personal qualities needed. Advantages of seeking help from the school counselor and from enrolling in a career education program.	Malheur Co. IED	j-h-a
50.	Are You Ready For A Job 10 minute color Stresses the need for preparation and training for the better jobs available today, and emphasizes the importance of various school subjects as they apply to the world of work.	Malheur Co. IED	j-h-a
51.	Making It In the World of Work Recent graduates describe work they are doing. Advise young people to choose work they enjoy that fits their preferred life style.	Union Co.IED	j-s
52.	It's Up To You: Choosing A Career 11 minute color Produced by teenagers, this film asks questions about choosing a career. Four teen-agers are involved in this film, each has a job. The qualifications and the reason why each one chooses his job are included in the film.	Union Co.IED	j-h
53.	Your Job: Finding the Right One 13½ minute color We see how young people can locate jobs suited to their needs and abilities. Time and effort can be saved by a clear appraisal of abilities and interest, as well as past and future training. The film then shows how to organize a plan of action that will get the "right" job.	Baker Co.IED	h
4.	The Empty Lot 27½ minute b/w Portrays in three dramatic episodes some of the economic and social problems facing students, parents, educators and other citizens and the role played by modern vocational education in meeting them.	Malheur Co. IED	h-a

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
55.	Higher Education; Who Needs It? (part I) 25 minute b/w A documentary produced in June of 1972 and deals with the dilemma faced by students receiving college degrees but finding that their employment possibilities are very limited.	Malheur Co. IED	h-c-a
	Higher Education; Who Needs It? (Part II) 40 minute b/w The second reel of the two-reel film discusses some possible alternatives and suggest very strongly that we must adjust to the fact that only 15% of our people are needed in the professional fields and that many excellent opportunities do now and will continue to exist in the skilled trade area.	Malheur Co. IED	h-c-a
56.	You Can Go A Long Way 22 minute b/w Film explores the advantages of finishing high school and getting as much additional training and education as possible before looking for a job. It points out the increased competition for jobs, changes in methods, and technological advances which demand higher educational standards shows how an extra year or two in school may mean a lifetime of better living and better security.	Union Co. IED	h
57.	Job And Advancement On the Move 15 minute color This film shows promotional opportunities available in company because of on-the-job training and night school. Actual situations are shown. The need for good working habits is stressed.	Baker Co. IED	j-h
58.	Automation: the Next Revolution 28 minute b/w Adapted from the original CBS news producaion this timely film pinpoints the serious social and economic problems of automation, and the need for massive effort to create jobs and overcome these problems. Throughout the film, workers, labor leaders, and industrialists discuss todays economic progress. Your students see automation revealed as the dominant factor in the new industrial revolution.	Union Co. IED	j-h-c

FILMS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
59.	Competition And Big Business 22 minute b/w Presents an objective analysis of the relationship of big business to competition. Analyzes the effect of big business on such problems as monopoly, entry into the market, and technological progress.		j-h-c
60.	Applying For A Job 13 minute color Some of the problems of trying to obtain a first job. The services of a state employment agency. Techniques and procedures in applying for a job, including interviews.	Malheur Co. IED	j-h-a
61.	Aptitudes And Occupations 16 minute color A group of students and their counselor examine scholastic achievement, aptitude, and interest lists - the basic types used to guide students toward the selection of a satisfying occupation. The basic groups of aptitudes and interests are fully illustrated in scenes detailing a variety of occupational categories. Individual counseling and consideration of scholastic record and extra curricular activities are stressed as necessary adjuncts of testing.	Union Co.IED	h

APPENDIX C

FILMSTRIPS

FILMSTRIPS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
1.	Personality Development 45- Are You An Interesting Person? 46- Are You Creative? (1966) 47- Do You Really Listen? (1967) 48- Understanding Myself (1956) 49- Your Search For Self (1961) 50- To Be Somebody (1968) 51- Who Do I Want To Be? (1959) 52- So You Are Not Just Like Everybody Else! (1960) 53- Should You Feel Inferior? (1961)	Vale M.S.	i-j
2.	A Better You 1- So You Want To Make A Good Impression 2- Yours For the Best 3- Politeness Is For You 4- Making Friends Is Easy 5- Popularity Comes To You 6- Your Boss Is Proud of You	Malheur Co. IED	i-j
3.	Social Attitudes and Problems (1969) 8A- Exploding the Myths of Prejudice 8B- What Is Prejudice 8C- Ghettos of America, Part I and II	Vale M.S.	-j -
4.	The Teenager and the Police: Conflict and Paradox w/record 1- The Confrontation 2- Myths and Realities 3- History: The Two Faces of Law Enforcement 4- Law and Order: So Who Needs It?	Malheur Co. IED	j-h
5.	At School Teen Etiquette 1- At School "Teen Etiquette"	Malheur Co. IED	j-h
6.	Law and Order: Values In Crisis w/record 1- The Varieties of Human Value 2- The Evolution of American Values 3- Conflicts In American Value 4- Strategies For Value Change: Nonviolent Dissent 5- Intensified Value Conflict: Violent Dissent 6- People's Park: A Case Study In Value Conflict	Malheur Co. IED	j-h-a

FILMSTRIPS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
7.	Fundamentals of Thinking 1- Comparisons 2- Assumptions 3- Classifying 4- Critical Thinking 5- Problem Solving 6- Interpreting 7- Summarizing 8- Observing 9- Analyzing	Malheur Co. IED	i-j
8.	Municipal Law Enforcement - Protection of People (booklets, charts) w/cassettes 1- Overview 2- Patrolman 3- Detective 4- Police Laboratory Technician 5- Juvenile Office	Malheur Co. IED	j-h-a
9.	World of Work Set II w/cassettes 1- Electric Assembler 2- Construction Worker 3- Garment Worker 4- Restaurant Worker 5- Truck Driver 6- Retail Salesperson (Filmstrip Guide)	Malheur Co. IED	j-h-a
10.	Careers In the World of Tomorrow 1- Careers In the World of Tomorrow	Malheur Co. IED	j-h-a
11.	Preparing For An Interview w/record 1- Preparing For An Interview	Malheur Co. IED	i-j-h
12.	Why Work At All w/record	Vale M.S.	-j-

APPENDIX D

KITS AND GAMES

KITS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
1.	Municipal Law Enforcement - Protection of People	Malheur IED Vale, Oregon	j-h-a
2.	Awareness: Insight Into People w/record 2 Games 6 Case Studies 3 Activity Kits (study kit)	Malheur IED Vale, Oregon	j-h
3.	Tell It Like It Is The Ungame	AU - VID, Inc. P.O. Box 964 Garden Grove, Calif. 92642	j-h
4.	Job Experience Kits 16 Kits without three-dimensional components in envelopes 4 Boxes contain kits that require tools or concrete three-dimensional objects. 1 User's Guide.	Science Res. Assoc. Inc., 259 E. Erie Chicago, Ill. 60611	j-h
5.	Occupational Exploration Kit 340 Occupational Briefs 2 Filmstrips - 1 Cassette Tape Workscope 3 Booklets Guide	Science Res. Assoc. Inc., 259 E. Erie Chicago, Ill. 60611	j-h
6.	Job Family Series 20 Booklets - variety of occupations.	Science Res. Assoc. Inc., 259 E. Erie Chicago, Ill. 60611	j-h
7.	The Jelly Bean Factory Part I - Making and Selling Goods 6 Filmstrips 6 Tape Cassettes Activity Cards Guide Part II - Performing Services 6 Filmstrips 6 Tape Cassettes Activity Cards Guide	BFA Educational Media 2211 Michigan Ave., Santa Monica, Calif. 90404	i-j

KITS

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
8.	**Discovery** 8 Filmstrips 8 Tape Cassettes 30 Teaching Logs Teaching Guide	Scholastic 904 Sylvan Ave Englewood Cliffs, N.J. 07632	i-j-h
9.	**Semi-Skilled Careers Kits** Job Work Briefs Career Planner	Careers Inc., Box 135 Largo, Fla. 33540	i-j-h

APPENDIX E

TRANSPARENCIES

TRANSPARENCIES

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
1.	**Emotions and Social Attitudes - Social Attitudes** 1- Social attitudes defined 2- Sociogram: Measurement of social attitude 3- How we develop attitudes towards another person 4- Pitfalls in making snap judgements of others 5- Attitude conflicts: Parents-Children 6- Environmental deprivation and attitude	Vale M.S.	j-h
2.	**Dating Relations** (Dating Categories) 5T. With Teacher's Manual 1- Playing the field 2- Categories of dating behavior 3- Casual-steady dating 4- Serious-steady dating 5- Summary of dating categories	Vale M.S.	j-h
3.	**Culture and Morals** 1- Lack of respect for others 2- Deceit	Vale M.S.	j-h
4.	**Dating Relations - Popularity** 6T. With Teacher's Manual 1- Surface appeal 2- Traits of popularity 3- Friendliness 4- Interaction with people 5- Doing things 6- Being yourself	Vale M.S.	j-h
5.	**Emotions and Social Attitudes - Tastes, Attitudes and Values** 1- A look at a taste 2- Attitudes 3- Values and ideals in their place 4- Intergroup attitudes 5- This thing called "Character" 6- Source of attitudes 7- Respect the attitudes of others 8- Tastes, attitudes, values, summary	Vale M.S.	

APPENDIX F

TAPES

TAPES

NO.	TITLES AND DESCRIPTION	LOCATION	LEVEL
1.	Foundation For Occupational Planning 1- Who Are You? 2- What Do You Like To Do? 3- What Is A Job? 4- What Are Job Families? 5- What Good Is School?	Vale M.S.	j-h

EXPLANATION OF LOCATIONS IN APPENDIXES

Baker Co. I.E.D.	Baker Intermediate Education District 2030 Auburn Avenue Baker, Oregon 97814
Malheur Co. I.E.D.	Malheur Intermediate Education District 251 B. St. W. Vale, Oregon 97918
Union Co. I.E.D.	Union Intermediate Education District 1605 Adams Avenue La Grande, Oregon 97850
Vale M.S. or Vale Elementary School	Vale School District #15 604 Cottage Street S. Vale, Oregon 97918